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A Lecture on Lectures

G. H. ESTABROOKS, PH.D.

Professor of Psychology, Colgate University

SOMEONE has described the college professor as "a textbook wired for sound." As one of the species in question, I object, but not very strenuously. To a great extent the teacher must be just that, for the student's receiving set is tuned in for sound waves.

Every so often we have an outbreak of articles on the discussion method. Like measles, the first case will appear in the Middle West or the South. The affliction spreads, increases in numbers and severity, then softly and silently passes away. This fading is inevitable, for we poor duffers who have to teach the great American public are judged by results.

I thoroughly agree that the examination is a diabolical invention, but our jobs depend on our ability to get students past examinations. Straight lecturing—broadcasting, if you will—may not be as showy as some other methods, but it does produce results. It has been described as "a process by which information passes from the notebook of the professor to that of the student without going through the mind of either."

But just as long as you and I can coach students to pass by this method, and as long as it proves superior to any other, we'll use it, and no apologies offered.

Seriously, however, from the psychologist's point of view, it is easily the best

for teaching elementary subjects, especially when backed by good diagrams, demonstrations, or models. Link this up with effective drill, and you have an unbeatable combination. No other method stands a chance, in the teaching of elementary subjects, and, of course, that is what most of us are teaching.

The great mass of human knowledge does not permit discussion.

"Johnny," said teacher, "how much is two times two?"

"Four."

"That's good, Johnny."

"Good?" said Johnny. "Good, nothing! It's perfect."

A bookkeeping balance is perfect, or it's wrong. The secretary files and types correctly, or else she doesn't. There is a right answer and a wrong answer, a correct and an incorrect method of performance. No argument about it.

We devote this article to a lecture technique, designed to hammer home facts to students who are more or less interested in a subject, but who in the main want to get it and get it over with. In business school they are looking forward to a job, in high school to the vacation, in college to the week-end party.

One of our keenest educators was being questioned by one who wished to make his men's school coeducational.



G. H. ESTABROOKS

"Now, see here," said our educator, "suppose there are girls in those classrooms. Will the boys be attending to their work or to the girls?"

"Sir, they will be doing their work."

"Well, in that case they aren't worth educating anyhow."

Not quite that simple, of course, but youth at this age is not studious. The genius will get the work if we lecture in Chinese, the feeble minded will never get it, but the great mass of American youth with whom you and I have to deal get it best when they are more or less spoon fed by a high-grade lecturer. Twenty years from now they'll kick themselves for not having been more serious, but I've given up hope of reforming them before forty. (Like the woman who wrote the Department of Agriculture about dandelions in her lawn and got back the answer, "Madam, the best way to handle your dandelion problem is to learn to love them.")

The average student is with us, and we must realize that he can't be reformed, he won't be overly enthusiastic, but we can teach him a lot.

The first point in this lecture technique is to cover all the essentials in the textbook or in the course. I place very little stress on outside reading. I realize that this will call for strong criticism. But you must discriminate in your criticism.

We are teaching an elementary subject to beginners. With advanced courses or with research students, we expect extensive outside reading, with careful digests and discussion. But here we make our lectures as full as possible, trying to cover all the material they should know and referring them to the book only when pressed for time, or to impress certain points that we cannot stress sufficiently. The main thing is to present the course material in as interesting a manner as possible.

Secondly, I lecture but do not discuss with elementary students. Of course, you must be reasonable. Any wide-awake class may bombard you with questions, if for no other purpose than to get you off the subject.

Students have an idea that if they can slow you up to five pages an hour instead

of ten, they'll be held for only five. But the answer here, of course, is to make it clear that they will be held responsible on examinations for a certain definite amount; if you cannot cover this, they'll have to manage it alone. Then, if you have good demonstration material, you can easily hold their interest.

Of course, this whole attitude is subject to severe criticism.

"The stuff is written in the textbook," some teachers say, "so let the student dig it out. Don't spoon feed him, because you get him into bad habits."

I disagree emphatically for the vast majority of students. I do not wish them to spend an hour looking for something they can memorize in ten minutes after it is found. The whole idea is to present them with a concise and clear summary of the fundamentals. If by grace and a Phi Beta Kappa brain they go on to graduate work, that's different. Right here we are on the elementary level, both in the subject and the student.

Thirdly, I do not stress preparation of new work—and this, too, is unorthodox. Indeed, I seldom give my students an assignment in advance. I will digest this new material and "spoon feed" them, if you will, at this stage of the game. Any good lecturer can cover more ground in a half-hour than the average student can in four hours, and he can get it straight the first time, which the student can't.

You may object that the lecture method teaches the student bad habits, ruins his mental discipline, encourages him to lean on crutches, and so forth, but I make no apologies. In fact, just as often the opposite is true. The teacher who will not take the time to arrange the fundamentals in orderly fashion for his class puts up a verbal smoke screen to cover his own incompetence.

But frankly, I *do* stress review. Once we have covered work in class, the student is responsible for it. This point we continually stress, and we divide the class period so that a certain proportion of time is always given to drill.

One very effective way of insuring this review is to give a daily quiz, consisting of a

series of questions answered by a word or phrase each, and drawn from the past lectures. Twenty or thirty of these can be given, scored by the class, and returned in twenty minutes. They give an accurate check on class standing. Of course there is a danger of cribbing here, as elsewhere in crowded classrooms, so I give the odd rows one set of questions, the even rows another. These questions are given orally.

With practice one can use a very short quiz, say of ten questions, taking about ten minutes, which keeps the student review-conscious. Students are very reasonable and will co-operate once they realize you are trying to serve up rather bad-tasting medicine as painlessly as possible.

This incessant review naturally places a premium on good notes and works in very nicely with the system I described in the October issue of the *BUSINESS EDUCATION WORLD*, under the title of "Who's Afraid?—Speaking of Exams." With a little care, you can foster this system of note-taking right along with your lecture technique. It is so convenient that the student may easily be driven to its use in sheer self defense.

Then, if you go back to my article on "Your Memory," in the September issue, you will find that the three used together are a pretty potent combination. Perhaps the greatest justification of the system will be found in the added confidence its use gives that discouraged average student who is holding on like grim death, praying for the day when his torments will be over.

Let us not get confused in our thinking. Commercial courses do not all lend themselves to a straight lecture attack. For instance, shorthand and typing are obviously a matter of practice, with only a very limited time spent in demonstration or lecture. Just as obviously, such subjects as economics, economic geography, or salesmanship do fit the lecture method. Law is in the same group, but bookkeeping demands a considerable amount of actual practice. Commercial arithmetic and business English will also be in the lecture group.

On the other hand, if we consider office training or secretarial training, the approach depends entirely on how the subjects are taught, whether with a maximum of demonstration and actual work by the student or the opposite. This depends largely on your facilities for teaching such subjects.

Nothing can take the place of the wide-awake teacher, and no one should try to make one system fit all problems. When you have a certain content to get across, nothing can beat the lecture technique with frequent short examinations. But try to teach typewriting by such a method, and you are due for a very sad time!

In closing, let me stress the point that this technique is intended for elementary students who must master a certain mass of content. I have no quarrel with the discussion method in any other type of instruction. For advanced students it is preferable, but not one in a hundred of our teachers is working in advanced fields.

Chicago Making Big Plans for N.C.T.F. Convention

THE forty-first annual convention of the National Commercial Teachers Federation will be held at the Sherman Hotel, Chicago, December 27, 28, 29, and 30. President George E. McClellan and his executive board are preparing a strong program for the general sessions, and the chairmen of the various departments and round tables all report very ambitious programs for the sessions on Wednesday and Thursday, December 28 and 29.

W. D. Wigent, of Chicago, the national membership chairman, has presented to the executive board a comprehensive five-year program of membership development which

has as its goal ten thousand members. This is a goal well within attainment.

The Federation's membership and its activities have been growing rapidly. Its publications are outstanding in business education, and teachers and administrators from all parts of the country are drawn to the Federation because of its militant and progressive program. A summary of the official convention program will appear in the December B. E. W.

All commercial teachers are urged to send their membership fee to the secretary of the Federation, J. Murray Hill, Bowling Green, Kentucky.

School Credit for Business Experience

Concluding Installment

E. G. JOHNSTON, Ph.D.

THERE are already precedents in educational practice for giving school credit for practical educative experience in business. Many schools grant credit for proficiency in a foreign language acquired in a foreign country and for outside work in music under private instructors. A large and growing number of schools give credit for correspondence study, and about two hundred schools are now operating a co-operative plan whereby the pupil is at work part time and in school part time. For two decades, under the Smith-Hughes plan, schools have given credit for agricultural and industrial projects carried on at home and in the summer.

Dangers and Problems Involved

Acceptance of the view that credit is justified carries with it responsibility for careful planning and co-ordination of educational experiences, provision for intelligent guidance of the individual pupil, and assurance that educational aims will be paramount in the procedures employed. Certain dangers must be guarded against and certain safeguards must be observed by school personnel in accepting out-of-school experience for credit.

In the first place, care must be taken to avoid possible exploitation of youth under the guise of "practical education." Child labor, under whatever rosy disguise, has no place in the American scheme of secondary education.

Under the title, "With Labor Thrown In," Walter Davenport reports a "vocational-education" project by which a high school district entered into a contract with a hosiery company to teach its pupils to become expert hosiery makers.

The school agreed to provide the building

and two 40-hour shifts of young workers; the company supplied machinery and instructors. One group of "pupils" had their "vocational education" from 6:30 a.m. until 2:30 P.M., the other group from 4 p.m. until midnight. For this "outside experience" the pupils in training received \$4 a week and the company "accepted" the stockings they made.

While this is unquestionably an extreme case, it must be recognized that economic need may easily lead to the employment of youth under circumstances which provide little educational growth and, in effect, deprive them of the educational opportunities prescribed by law and public opinion, at the same time depriving them or adults in the community of the opportunity of employment at a living wage.

Credit for out-of-school experience must certainly be judged in terms of educational outcome, not of convenience of employers or necessity of pupils.

There is also danger of the domination of the school by a narrow and superficial concept of vocational education. There has been a wholesome reaction in recent years against that type of vocational education which places emphasis on the acquisition of specific skill and information which can be converted to immediate practical use.

With changes in technology and advance of the age at which gainful employment can ordinarily be obtained, it has become evident that the concept of vocational education must

♦ *About Dr. Johnston:* Principal, University High School, Ann Arbor, Michigan; on leave to serve as field agent with the Co-operative Study of Secondary School Standards. M.A. and Ph.D. from Columbia; studied at the Sorbonne, Paris. Chairman, committee on pupil activities, National Department of Secondary School Principals; president, Michigan Association of High School Principals. Writes for many professional publications.

¹ Davenport, Walter, "With Labor Thrown In," *Collier's Magazine*, Nov. 27, 1937.

be broadened. Under mass production, specific skills in industry can be acquired by most employees in a brief period of training on the job.

Vocational education for the industrial occupations should provide generalized skills, understanding of the relationship of various phases of the industrial process to each other and of industry as a whole to economic needs, and the development of attitudes conducive to successful adjustment of the individual to the job.

Necessary Precautions

A similar breadth of aim should characterize education for business. It would seem reasonable for the school to insist that the experience for which credit is desired be approved beforehand and that definite objectives be set. The school then bears the responsibility for thorough acquaintance with the conditions under which the pupil works and for observation of growth toward the goals desired.

Credit for some narrow skill acquired incidentally—"words per minute" in typing or "combinations per unit of time" in comptometry—is not to be encouraged. Such a policy might easily result in impoverishment, rather than enrichment, of high school experience.

In the most intelligently planned of the co-operative programs, great emphasis has been placed on developing through the school an understanding of the various relationships involved in practical experience. Furthermore, there is an attempt by the coordinator to relate the activities of the pupil on the job with his instructional program in school.

An intelligent outlook on the period of secondary education will recognize the primacy of civic and general aims over those of a strictly vocational nature.

Another problem, which presents itself when credit is awarded for out-of-school experience, is that of providing for adequate evaluation. The problem is not essentially different from that of evaluating adequately the results of experience in the classroom. Certainly the assumption that the various school subjects pursued in class for similar

◆ *About Dr. Douglass, Department Editor:* Director of the division of education, University of North Carolina. Formerly professor of secondary education, University of Minnesota. Ph.D. from Leland Stanford University. Author of several texts on secondary school administration and more than one hundred articles. Dr. Douglass is Consultant of the American Youth Commission and the Educational Policies Commission.



periods of time produce quantitatively identical outcomes is not substantiated in fact.

Thoughtful leaders in secondary education express increasing dissatisfaction with the conventional Carnegie unit as a measure of educational achievement. It seems evident that the whole system of marks and "units" is in need of fundamental revision.

The elementary school has already made significant progress in adapting its program to the concept of child development in the estimate of achievement in terms of individual pupil growth.

In the secondary school, a number of significant experiments are under way which have broken with tradition, both in curriculum organization and in interpretation of outcomes. It is reasonable to assume that the next few years will see further advance in methods of evaluation on the secondary school level and the resulting substitution, by many schools, of more functional estimates of progress than the unit of credit.

In the meantime, we may recognize out-of-school achievement on a basis comparable to that employed for classroom work and allow credit proportionate to evidences of growth in activities where learning takes place. The attempt to evaluate this kind of experience may itself assist toward the development of more adequate methods of measuring educational outcomes in general.

The selection and approval of out-of-school experiences and their intelligent evaluation are essentially problems of guidance. There is undoubtedly danger that if credit is granted for experience in office or shop, the pupil's secondary school program may lack balance and breadth.

We are coming to realize that guidance is an essential of any soundly considered edu-

cational program if the pupil is to choose wisely among the offerings of the school.

We have accepted a philosophy of secondary education which demands provision of an appropriate education for every child. It seems evident that the wide variation in environmental background, home influence, ability, and interests, and the large number of significant choices presented to the pupil, make intelligent and sympathetic counsel an essential part of the instructional program of every school.

This demands for each child that someone know him intimately and assist him to achieve, in his entire program of learning experiences, in and out of school, that balance which will result in the greatest educational returns.

It must be recognized that personnel work demands time, energy, and breadth of vision on the part of the school staff which undertakes it.

Unless the school is willing to make adequate provision for careful guidance and follow-up of pupils engaged in practical experience for which credit is to be granted, it should not undertake to assume responsibility for the practice.

When education is interpreted in terms of pupil growth, the school will be alert to use such resources as it can command through cooperation of community, business, and industry. It will, throughout, evaluate these possible experiences in terms of educational profit to the pupil.

"Should school credit be given for training received outside of school?" A reasoned answer would seem to be "Yes, if it contributes to educational growth."

Out-of-school experience should be utilized to vitalize and give meaning to the work of the classroom and to provide for a wider variety of offerings, adapted to individual abilities and needs. It may also assist the pupil who must have some opportunity for partial self-support in order to attend school at all. Upon the school rests the responsibility for guidance in choice of out-of-school opportunities and for safeguarding the pupil against exploitation or educational malnutrition.

Opinions of Administrators And Business Teachers

THE QUESTION: "Should school credit be given for out-of-school business experience?" The answers:

L. O. DAWSON

*Superintendent, United Township High School,
East Moline, Illinois*

We are giving credit for work done outside of school, to a limited extent. This work is done in the offices of various businesses in our community under the general supervision of our business education staff. The following general outline is the plan which we use:

During the last quarter of the senior year, students who are taking shorthand and typing are placed in jobs in industrial firms, various business houses, manufacturing concerns, etc. These companies have gladly co-operated with us in the program by taking one or more student workers in their offices and agreeing to furnish satisfactory supervision of the students' work while in their establishments. Sometimes this supervision is by an office manager, sometimes by the employer directly, sometimes by an experienced worker.

Students work three hours a day, four days a week. On the fifth day they report to the high school, where the teacher in charge of the program talks over with them the problems which they have met during the week.

Each student works for two different employers during the last quarter of the year, five weeks at each place. At the close of each five-weeks period, the employer makes a detailed report, which becomes a part of the student's permanent record at the school. A teacher also calls upon each employer at least once in every five-weeks period to discuss the work of the student and make adjustments that may be desirable. The type of work done is that regularly carried on in the co-operating office. Where co-operating employers have work to be done that is not of a clerical or secretarial nature, they agree not to use the student employee for that work.

We have been using the plan as here outlined for the past two years and feel that the students get a great deal of value from their work in these businesses. We are glad to give them credit in their shorthand and typing courses for the learning acquired in this out-of-school activity.

P. O. SELBY

Director, Business Education Department, Northeast Missouri State Teachers College, Kirksville

In those courses which a school has organized and for which it gives credit, it should not be particular how or when a course is mastered. Evidence of mastery should entitle one to the credit.

Golden Jubilee

1888

1938

TESTIMONIAL DINNER TO DR. JOHN ROBERT GREGG

ON Saturday evening, October 8, at the Hotel Commodore, in New York City, a testimonial dinner was given to Dr. John Robert Gregg to celebrate the Golden Anniversary of Gregg Shorthand. The occasion was a memorable one, of historic significance in the progress of business and of business education. More than six hundred persons who had come from all parts of the eastern section of the United States fittingly celebrated the anniversary.

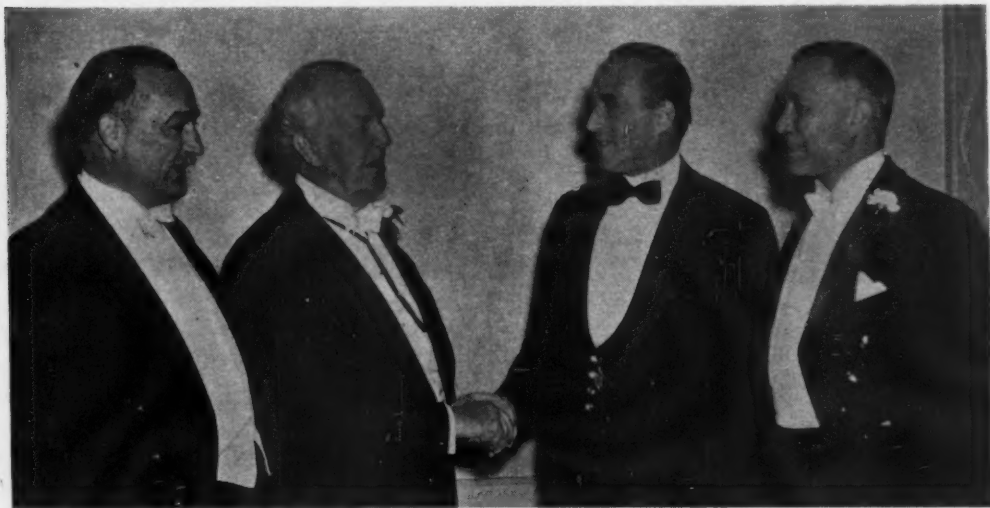
Prominent representatives of civic bodies, business executives, educators, and other professional men and women sponsored the dinner.

Dr. Edward J. McNamara, Principal of the High School of Commerce, New York, was chairman of the committee on arrangements. He was assisted by the following committee: L. C. Stowell, Executive Vice-President, Underwood Elliott Fisher Company; Nathaniel Altholz, Director of Commercial Education, New York City; Edgar Lee Masters, distinguished poet; Frederick

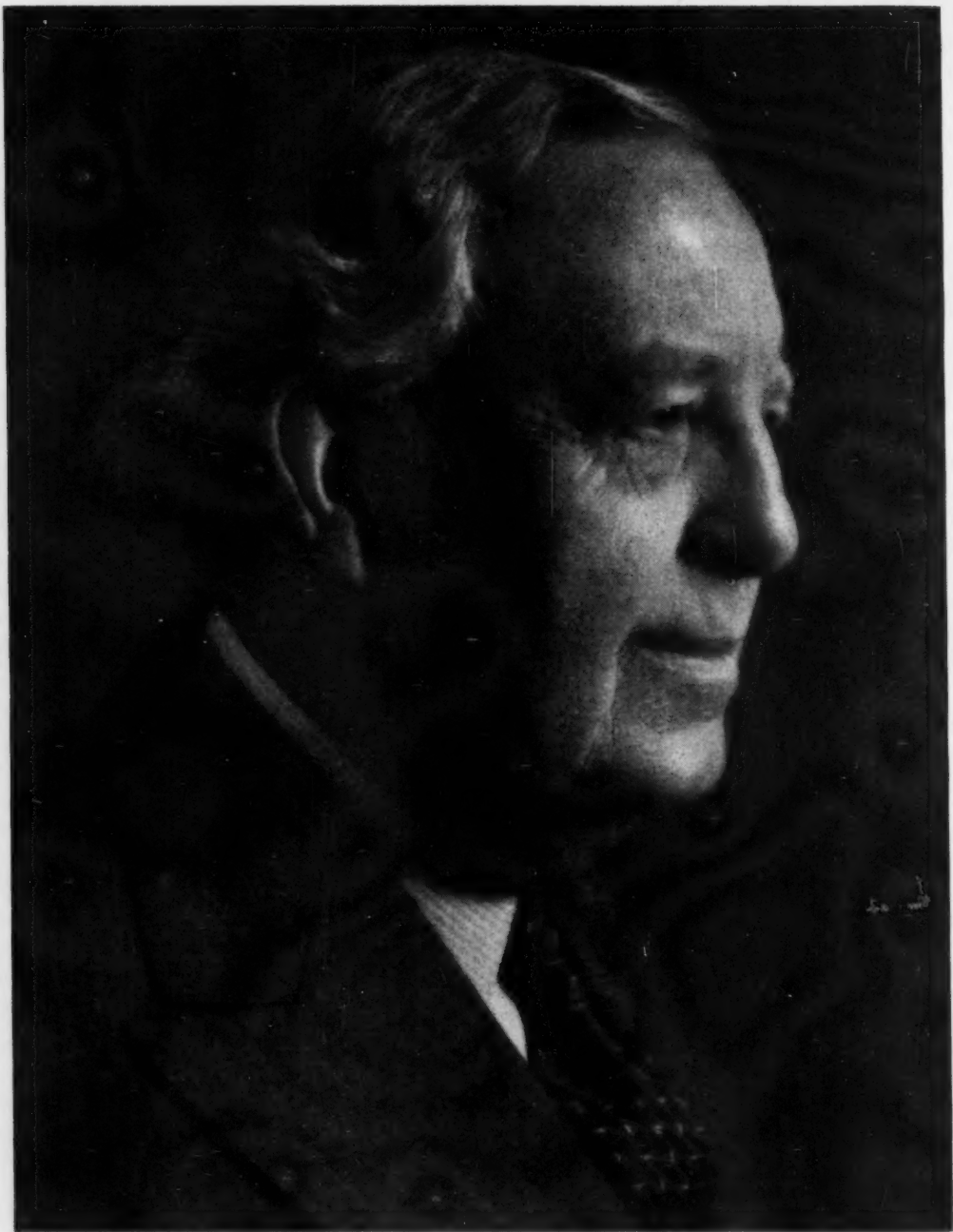
G. London, President, Pitman Publishing Corporation; Louis A. Rice, Principal, Packard School; and Thomas G. O'Brien, President, Drake Business Schools, New York.

The distinguished guests at the speakers' table were (left to right in the picture shown on pages 186 and 187):

Harry V. Russell, Vice-President, Guaranty Trust Company of New York; Dr. Edward J. McNamara, Principal, High School of Commerce, New York City, chairman of the dinner committee; Mrs. A. Broderick Cohen; Edward W. Stitt, Jr., attorney-at-law, President of the Ulster-Irish Society; Dr. David Kinley, President-Emeritus of the University of Illinois, father of Mrs. Gregg; Mrs. Harry Collins Spillman; Hon. Stanley Isaacs, President of the Borough of Manhattan; Lieutenant E. Lopez Miranda, representative of Colonel Fulgencio Batista, Chief of Staff of the Army of Cuba, and official representative of all the military stenographers of Cuba; Mrs. Harold G. Campbell; Dr. John Robert Gregg, guest of honor; Dr. Eugene A. Colligan, President of Hunter College of the City of New York, toastmaster; Mrs. John Robert Gregg; Dr. Harold G. Campbell, Superintendent of Schools, City of New York; Mrs. Eugene A. Colligan; Walter Jeffreys Car-



The Honorable Stanley Isaacs Welcoming and Congratulating Dr. Gregg. At Extreme Left Is Dr. Eugene A. Colligan; at Extreme Right, Dr. E. J. McNamara



A Toast!

TO DR. JOHN ROBERT GREGG,

inventor of a shorthand system that has had world wide adoption;
benefactor of his generation in furnishing a modern medium of communication to business;
giver of a new economic status to millions of women;
one who has helped youth become self-supporting by learning an art indispensable in business;
whose geniality and kindness have been experienced by many thousands of teachers and students;
whose name is a benediction:

TO HIM WE WISH EXTENDED YEARS,

that he may have joy in his family and contentment in his heart;
that he may enjoy the fruits of an industrious, purposeful life; and
that posterity will acclaim him as he deserves.

A Reproduction of a Page of the Jubilee Banquet Program

lin, Member of Board of Education, New York City; Charles Lee Swem, official stenographer of the New York State Supreme Court (absent from the speakers' table when the picture was taken); Mrs. Edward J. McNamara; Harry Collins Spillman, author and lecturer; Hazen Capron, President, First National Bank, Champaign, Illinois; Clinton A. Reed, Supervisor of Commercial Education, New York State Department of Education; Senorita Conchita Blanco Uztarriz, President of the Blanco Studios (Havana), and a representative of the schools of Cuba, who presented a magnificent album to Dr. Gregg from the stenographers and shorthand students of Cuba; Professor A. Broderick Cohen, Director of Evening and Extension and Summer Sessions, Hunter College, President of the New York Academy of Public Education; Harry I. Good, Associate Superintendent of Schools, Buffalo, New York, and President of the Eastern Commercial Teachers Association.

It would be expected that the great majority of those present would be educators, but all the professions were well represented.

Glancing over the audience, we noticed such famous writers as Faith Baldwin and Forrest Davis; the world-famous architect, D. Everett Waid, designer of the Metropolitan Life buildings; the noted physician, Dr. Milton Bridges; many lawyers, among them James H. Deignan, president of the Transportation Club; Edward W. Stitt, Jr.; Richard B. Scandrett, Jr., nephew of the late Senator Dwight Morrow, and a nominee for Congress.

Many guests came from a distance. Those who made perhaps the longest journey to New York were J. Murray Hill, Vice-President, Bowling Green College of Commerce, Bowling Green, Kentucky, and secretary of the N.C.T.F., with Mrs. Hill; Eleanor Skimin, Northern High School, Detroit, Michigan, yearbook editor and former president of the N.C.T.F.; E. L. Layfield, Raleigh, North Carolina, President of King's Business Colleges and Smithdeal-Massey Business College, with Mrs. Layfield; Mrs. Susette B. Tyler, head of the commercial department, Thomas Jefferson High School, Richmond, Virginia, former vice-president of the E.C.T.A.; Mr. and Mrs. E. A. Zartman of Pittsburgh, who had also attended the Gregg Silver Jubilee in Chicago, twenty-five years ago.

Glowing tributes were paid to the guest

of honor as one of the world's great benefactors. Several of the speakers said that Gregg Shorthand had been of invaluable assistance to them in reaching the distinguished positions they now hold.

Dr. Gregg received three awards at the dinner. The New York Academy of Public Education, through its president, Professor A. Broderick Cohen, awarded him its medal for "Distinguished Service to Public Education."

On behalf of Col. Fulgencio Batista, Chief of Staff of the Cuban Army, a Gregg writer and personal friend of Dr. Gregg's, Lt. Edward Lopez Miranda presented Dr. Gregg with a beautiful amethyst ring, suitably inscribed.

From those in attendance at the dinner and his friends generally, Dr. Gregg received a solid gold reproduction of the cover and two pages of his original shorthand pamphlet, "Light-Line Phonography," published half a century ago. Each of the guests received a replica on gold paper of the present to Dr. Gregg, a fitting remembrance for those who attended this great testimonial dinner. The dinner program was also printed on gold paper.

The festivities opened with the playing of "The Star Spangled Banner." As dinner was being served, Mrs. Etta M. Fowler, President of the New York City Gregg Shorthand Teachers' Association, presented a beautiful bouquet of red roses to Mrs. Gregg, who responded most graciously.

Dr. McNamara introduced Dr. Eugene A. Colligan, President of Hunter College, who served with great ability as toastmaster. The speakers included the following outstanding men:

The Honorable Stanley Isaacs, President of the Borough of Manhattan, who spoke on behalf of the Mayor of the City of New York (who sent a telegram given on page 190). Mr. Isaacs saw in shorthand an instrument for international understanding and peace that could not be "perverted for use in war."

Mr. Harry V. Russell, Vice-President of the Guaranty Trust Company, of New York, and a Gregg writer, stressed the importance of the stenographer to the business world:



Golden Jubilee Testimonial Dinner to Dr. John Robert Gregg



Greg, Held at the Hotel Commodore, New York, October 8, 1938

"In my research of business executives who were originally stenographers, I find a list of several hundred important people both here and abroad. The list consists of judges of the Supreme Court, judges of minor courts, governors of states, important educators, United States senators and congressmen, ambassadors, members of the House of Commons in England, and numerous presidents, vice-presidents, and other important executives of business firms and corporations throughout the country.

"I think it would have been very difficult, if not impossible, for these executives to have obtained their training except through their contacts as stenographers and secretaries to the top executives."

Dr. Harold G. Campbell, New York City's beloved superintendent of schools, paid tribute to one whom he humorously termed "another great Scotsman," whom for many years he has had the pleasure of calling "friend." Dr. Campbell reviewed the early life of Dr. Gregg and related the incident that started him on the path that led to the invention of his system of shorthand.

Charles Lee Swem, official stenographer in the New York State Supreme Court, and former confidential stenographer to Woodrow Wilson, late President of the United States, discussed court reporting and characterized Gregg Shorthand as an "added safeguard to human justice," for upon the transcript supplied by the court reporter, the courts place absolute reliance. Mr. Swem paid a warm, personal tribute to Dr. Gregg, saying in part:

"I have known him as the author of a great system, I have known him as the head of a large and successful publishing house, but, chiefly, I have known him as a friend and a teacher. A friend and teacher to me, particularly, but also to countless other youngsters who had nothing to recommend them to him except an elementary knowledge of shorthand and ambition, but who are today among the finest and the fastest shorthand writers in the country, taking their places in the courts and aiding in the administration of human justice."

Harry Collins Spillman, noted lecturer and author, who addressed the Gregg Silver

Jubilee celebration in Chicago in 1913, gave an eloquent address, paying a glowing tribute to the man who has been instrumental in providing millions with a working tool with which to earn a better living.

"Twenty-five years ago, it was my privilege and my high honor to respond to the topic, 'John Robert Gregg, the Man.' The scene has shifted from Chicago to New York. Time has transmuted the color scheme from silver into gold. But over this man, and over his loyalties, and over his enthusiasm, the years have had no power. . . .

"Now, if I seem tonight to use the pronoun *I* over much, will you please regard it as the editorial *we* and not the egotistical *I*, for I am tonight, Dr. Gregg, not a man—I am really a multitude. Tonight I speak for the Grand Army of the Republic of Gregg Shorthand. Just for tonight I have become the voice of those inarticulate thousands who respect you as an educator, who admire you as an author, and who envy you as a publisher, but who love you because you are John Robert Gregg, the Man. . . .

"So we are met here tonight to celebrate a half century of your genius; we are met to celebrate a half century of your progress; and we are met to celebrate what to many of us has been more than a quarter of a century of your friendship and your fellowship. A half century is a long time; fifty years are many years. Each one of them is studded with a jewel of loving service.

"So this Golden Jubilee tonight is no omen of the end; oh, no! It is just an earnest of a fresh beginning. These new-found loves of your heart and home, sharing with you tonight in the greatness and honor of this occasion—to them will be transmitted a heritage rich in honor, rich in reward, rich in character and fortune. And for you, Sir, may no book that you have ever written, and may no system that you have ever devised, match the memory of this golden night, the night when we have said:

"'And the elements are so mixed in him that Nature might stand up and say to all the world, *This is a man!*'"

A lantern-slide presentation of "Gregg Around the World" showed only a few of the thousands of messages received from

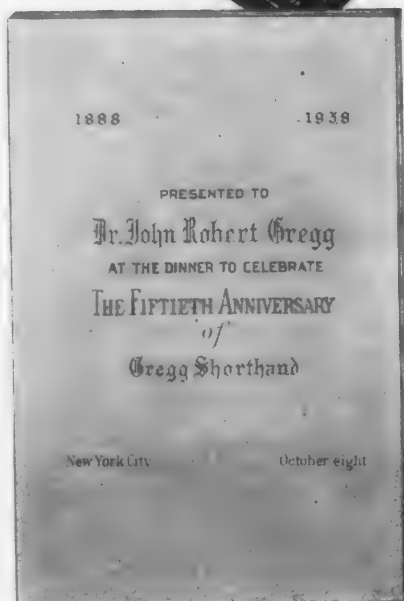
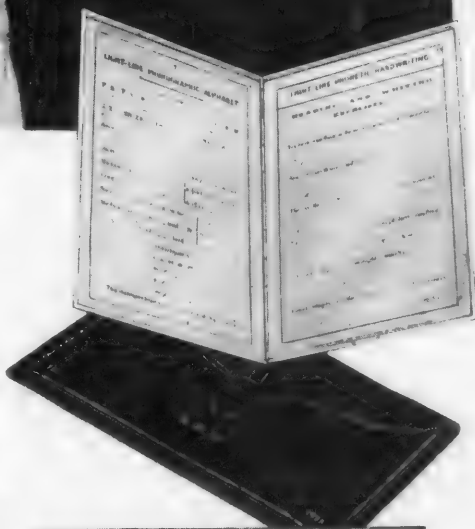


Dr. Gregg Receiving the Golden Replica of His First Shorthand Book. Dr. McNamara Is Presenting the Gift, While Dr. and Mrs. Campbell (right) and Mrs. Gregg and Her Father, Dr. Kinley, Look On

such distant places as China, Siam, Japan, the Philippine Islands, Hawaii, Cuba, Colombia, Central America, South America, East and South Africa, Fiji Islands, England, India, and from our neighbor, Canada, and various parts of the United States. These messages were read by Dr. Paul S. Lomax, of New York University.

Time did not permit the reading of more of the deluge of telegrams, cablegrams, radiograms, letters, post cards, and elaborate, beautifully illuminated testimonials that were received from all over the world, bearing felicitations and good-will messages on this fiftieth birthday of Gregg Shorthand.

Congratulatory messages were received from the following state governors: R. C. Stanford, Arizona; Frank F. Merriam, California; Teller Ammons, Colorado; Fred P. Cone, Florida; Lewis O. Barrows, Maine; Harry W. Nice, Maryland; Richard Kirman, Nevada; A. Harry Moore, New Jersey; Herbert H. Lehman, New York; Clyde R. Hoey, North Carolina; Charles H. Martin, Oregon; Henry H. Blood, Utah; Philip F. La Follette, Wisconsin; and Leslie A. Miller, Wyoming.



Typical of the congratulatory messages received from abroad and from state governors, national associations, public and private educational institutions and their teachers, which will be published in full in an appropriate brochure, are the following:

- Both personally and officially I want to congratulate you upon this fiftieth anniversary of the invention of Gregg Shorthand and to add my tribute to the well-deserved recognition which is being accorded to you tonight for the fine contribution which you have made to both the business world and to education.—*F. H. LaGuardia, Mayor of New York City.*

- I am glad indeed to add my congratulations to the many that will be received by Dr. J. R. Gregg on the fiftieth anniversary of the founding of his system of shorthand.

He has made a great contribution to the efficiency of administering our daily affairs. Although his original piece of work accomplished great things five decades ago, he has continued his contributions to society through consistent improvements throughout the past half century.—*Philip F. LaFollette, Governor of Wisconsin.*

- In the absence of Governor Blanton Winship, I take pleasure in extending the hearty congratulations of the people of Puerto Rico to Dr. John Robert Gregg, founder of the system of shorthand which has been used in the public school system of Puerto Rico since the island became a part of the United States of America, and which has contributed greatly to our educational and commercial progress.—*Jose E. Colon, Acting Governor of Puerto Rico.*

- On the occasion of the Golden Jubilee of Gregg Shorthand the officers and members of the Canadian Gregg Association bring their greetings and best wishes to Dr. Gregg and Mrs. Gregg from all their friends in Canada.—*M. C. Roszell, President.*

- Many congratulations. May you and your family continue to flourish, and may shorthand become the general means of personal written communication.—*Jim and Beau Pitman (Mr. and Mrs. I. J. Pitman), London, England.*

- The Council of the International Shorthand Congress, 1937, send best wishes and hearty congratulations.—*Emery, President; Crockett and Dawe, Secretaries.*

- With pleasantest recollections of Jubilee celebrations here, the staff and students of the Gregg Schools of Great Britain and Ireland extend to Dr. Gregg greetings and good wishes. Co-beneficiaries of his genius, we acknowledge a common indebtedness and add our tribute to the honour paid him today.

- Your invaluable contribution to the economic and cultural forces of the business and educa-

tional world has been felt by all America and by your native country. You have been an inspiration to all of us. Only ill health keeps me from being present tonight, and the hurricane disaster of week before last has made it impossible to send a representative. But I am with you in spirit and wishing for you many years of health, happiness, and prosperity. The world needs men of your fine character and intellect. May we have you with us many more years.—*Harry Loeb Jacobs, President, Bryant College, Providence, Rhode Island.*

- Congratulations from the five thousand members of NEA Department of Business Education, who wish to express their indebtedness for your indispensable contributions to business education.—*Joseph DeBrum, President.*

Martin J. Dupraw, world's shorthand champion and official stenographer in the New York State Supreme Court, gave a demonstration of rapid shorthand writing on the blackboard, taking dictation at championship speeds—200 words a minute on literary matter, 260 words a minute on jury charge, and 280 words a minute on court testimony—a fitting climax and proof positive of the speed and accuracy of Gregg Shorthand under the most trying conditions.

Professor A. Broderick Cohen, in presenting the Academy's medal, said in part:

"The New York Academy of Public Education, in this, the Golden Jubilee year of the birth of Gregg Shorthand, confers upon you its medal for distinguished service in the field of public education, in recognition of your outstanding contribution to society as the inventor of a great system of shorthand employed throughout the world; an eminently successful educator, editor, author, and publisher; officer and member of educational associations; official delegate representing the United States at international congresses on commercial education; devoted supporter and patron of the fine arts; earnest promoter of good will among nations; leader in the field of commercial education, to the progress of which you have made significant contributions; builder of a ladder, upon the rungs of which countless young men and women have climbed to high places in the world of affairs—a most valuable member of the community."

The New York Academy of Public Education has made only four previous awards.



*New York Academy of Public Education
Medal Awarded to Dr. Gregg*

The other recipients of the Academy medal are as follows:

Dr. William J. O'Shea, former Superintendent of Schools, New York City. Dr. O'Shea has received many honors for distinguished service in public education. Fordham University awarded him the honorary degree of LL.D., and he was decorated by both France and Belgium.

Dr. Frank Pierrepont Graves, President of the University of the State of New York and State Commissioner of Education. Twenty colleges and universities have awarded Dr. Graves the honorary degree of LL.D. He has been president of the Universities of Wyoming and Washington; acting dean of Teacher's College, Columbia University; and editor of the *Educational Review*. He has been decorated by Belgium and France and is the author of a number of books on philosophy, history, and education.

Dr. John Huston Finley, Editor-in-Chief of the *New York Times*. Dr. Finley has been described as the man who has "more decorations than a mural tablet and more degrees than a thermometer." A few of the prominent positions he has held are: president of Knox College and of the University of the State of New York,



*Professor Cohen Presenting the Academy
Medal to Dr. Gregg*

editor of *Harper's Weekly*, and director of the Hall of Fame, New York University.

Dr. Nicholas Murray Butler, president of Columbia University. Dr. Butler was the first president of Teachers College. He was awarded one-half of the Nobel Peace Prize in 1931, and has been decorated by fifteen foreign countries. He is internationally known for his contributions toward better government. His writings have been translated into several languages.

Lieutenant Miranda, in presenting a handsome ring as a token of esteem from Colonel Batista, said in part:

"It is with great happiness and pleasure that I am able to fulfill the sincere wish of my dear and illustrious chief, Col. Fulgencio Batista, Chief of Staff of the Cuban Army, whom I have the honor of representing here tonight.

"Were it possible, Colonel Batista would be here himself to felicitate his dear and ad-



*Reverse Side of New York Academy of
Public Education Medal*

mired friend, Dr. John Robert Gregg. As this cannot be, he has commissioned me to be present here tonight and to convey to Dr. Gregg his good will and admiration on the great occasion of the fiftieth anniversary of the invention of Gregg Shorthand, the system which Colonel Batista has written for years and which he still cherishes and uses for his personal note taking."

In presenting the golden book to Dr. Gregg, Dr. McNamara said:

"This testimonial honors our guest of honor for two reasons: The first is in appreciation of the value of the gift he has given to our civilization—a gift that has



Lieutenant Miranda Presenting to Dr. Gregg an Amethyst Ring as a Token of Esteem from Colonel Batista, of Cuba. Dr. and Mrs. Harold G. Campbell and Mrs. Gregg Are Observing the Presentation

meant so much, particularly to the youth of the world. And the second is that this is a testimonial to the man himself, to the qualities of character that shine out in him; that we, his friends, recognize in him: his modesty, his sincerity, his kindliness, and his helpfulness.

"Milton, in one of his poems, said that the proper aspiration for man is to 'see golden days, fruitful of golden deeds, with joy and love triumphing,' and that is the theme of this testimonial.

"John Robert Gregg has for fifty years seen golden days; he has filled those fifty years with fruitful, golden deeds; and tonight we have this joy and love triumphing. . . .

"So, on behalf of your friends gathered here tonight, Dr. Gregg, it gives me the greatest pleasure to present you with this golden booklet, a replica of a portion of the first edition of Gregg Shorthand, published by you fifty years ago."

Dr. Gregg's Response

"I think that those of you who know me well will know how deeply I am moved by what has taken place here this evening. I



cannot express myself as I should like to about these tributes, but I want to assure you that I regret very much the constant reiteration of my name.

"I feel that all the more because I am very appreciative of the fact that many who are not of my shorthand faith are here tonight as a mark of personal

friendship, particularly Mr. London, the head of the great House of Pitman in this country, and his staff.

"I hope that they will not hold it against me in their hearts that so much was said about the system I represent on this occasion, and will remember that last year Mrs. Gregg and I had the privilege, at the invitation of Mr. I. J. Pitman, the grandson of Sir Isaac Pitman, of attending and being at the speakers' table at the Centenary celebration of the Pitman System in London. So, we have the most happy personal relations in spite of the depth of feeling we have about shorthand systems.

"At this late hour I am not going to make a speech, but I do want to make some acknowledgments and to say a few words about the factors that dominated and shaped my life.

"First of all I want especially to express to Dr. McNamara and his committee my sincere gratitude for the work that they accomplished in this great gathering and this tribute, which I regard as the crowning event in my life.

"I want to make my acknowledgment to Professor Cohen and his associates for the beautiful medal from the New York Academy of Public Education—a token and high honor that I shall always value, and I value it all the more because it represents the thing in which I have been interested for so many years, and that is business education, or, as I phrase it, education for business life.

"I should like to say that there is no conflict between general education and business education. We recognize that the more education our boys and girls get, the better off they will be; but we do believe that if they have a practical knowledge of business subjects, they will more quickly make a start in life.

"One of my disappointments has been that the thing I advocated twenty-five years ago has not yet come to pass, and that is a pre-college course in shorthand so that all the young men and young women who attend college will be able to use the art, as it is used in some foreign countries, to take down their lectures and to use it in their professions afterwards.

"I desire to make acknowledgment to Lieutenant Miranda, as the representative of Colonel Batista, head of the Army of Cuba. 'Lieutenant Miranda, in the letter which accompanied this beautiful ring—which is, I understand, a duplicate of the one the Colonel wears—your great chief wrote that it was 'a token which I share only with those who have shared my work and my sufferings, my hopes and ambitions, and who in some way have won my recognition and personal affection.' That is a very high token of friendship, indeed. I notice that on one side his own name, Batista, is engraved, and my name is on the other side, with today's date engraved inside the ring.

"I want you, Lieutenant Miranda, to tell your great chief that I hope that as this ring symbolizes a link of good will between

Colonel Batista, my former student, and myself, so I hope that it also symbolizes a link of good will between your beautiful country and ours, and that it will endure forever.

"And last, I want to express my appreciation of this unique and wonderful gift, this gold book. Dr. McNamara said that part of it reflected certain characteristics of mine. Now, I am going to turn to my copy of the original book, of which there are only nine copies left. There are just three shorthand exercises in the book. One of them is given in this golden replica. It reads:

"Try to be something in the world and you will be something. Aim at excellence and excellence will be attained. This is the great secret of success and eminence. 'I can't do it' never accomplished anything. 'I will try' has wrought wonders."

"As Dr. McNamara implied, these maxims reflected, too, my own state of mind at that time when I was starting on what seemed an utterly hopeless struggle for recognition."

Dr. Gregg related briefly the fascinating story of his early life and closed his remarks with a reference to his teaching experience:

"I have a feeling of thankfulness that I was first a teacher in a night school. This experience gave me an understanding of the learning difficulties of young people and enabled me to write my books in simple and understandable language at a time when textbooks on shorthand were very difficult to understand because of the efforts made by their authors to maintain the appearance of erudition.

"I know it is too late to tell you more of the story. I want to express my gratitude to all of you. I realize that your presence here is a real tribute. I want to thank the speakers, who have spoken all too flatteringly, and I wish you all Godspeed."

To climax the social aspect of the dinner, the lights were extinguished and there was a moment's silence as a huge birthday cake with fifty lighted candles was carried into the banquet hall and placed before Dr. Gregg. The whole assembly joined lustily in singing "Happy Birthday to You" and followed it with a tremendous round of applause.

(See page 199)

B. E. W. SECRETARIAL-TRAINING SURVEY

A Nation-Wide Study Directed by

CLYDE I. BLANCHARD AND VERNAL H. CARMICHAEL

Progress Report No. 3

THE responses to Inquiry No. 2 were beyond our most optimistic hopes, and the excerpts from these responses (published in the September and October issues of the B.E.W.) are indicative of the helpfulness of the information that is being gathered. We are sorry that we cannot publish at this time the more complete reports that are mimeographed and sent to the members of the survey.

Inquiry No. 3, mailed on October 13, was based on the predominant preference by the members of the survey for weaving the subject matter of the secretarial-training course into integrated projects.

Quoting from our letter, which accompanied the inquiry:

Each one of you doubtless has one or more projects that you have developed most effectively. These are the ones we are asking you to send us. They may be as long as or brief as you wish.

Our survey committee will examine with great care all projects received and will send to each member who participates in this inquiry a set of projects prepared from those submitted. Here is an exceptional opportunity to gather a number of the choicest projects contributed by secretarial-training teachers from all parts of the country, so we urge each one of you to participate to the best of your ability in helping to make this collection of projects a most valuable one.

Because of the costliness of preparing and duplicating the projects received for distribution, we are forced to restrict the distribution to those members who actually submit projects in answer to this inquiry.

Indicative of the potential results from this third inquiry is the project prepared by Mrs. Gladys Huber Seale, which appears on pages 196 to 199.

Another section of Inquiry No. 3 asked for information regarding the minimum office-appliance equipment considered necessary for secretarial training. A summary of the results of this inquiry will be published in the B.E.W. at the earliest possible moment.

Those secretarial-training teachers who wish to join the survey at this time may do so by sending in their names and addresses to the survey directors, in care of the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

The contest for a definition of the term "private secretary," which was announced in the September B.E.W., brought some very illuminating responses. Many teachers found it most difficult to define the term to their satisfaction.

The winning definition was submitted by Allan Lafin, head of the commercial department, West High School, Aurora, Illinois, and a member of the survey, who has been awarded the first prize of \$5. His definition follows:

The private secretary is the hand of the right arm of her immediate superior. In his presence she must anticipate his needs. In his absence she must be able to answer for him, often in matters of great responsibility. The responsibility of the proper functioning of the department rests upon her shoulders.

Although the contest has closed, we shall be delighted to receive additional definitions.

The following bibliography of research studies in secretarial training and office practice contains studies that have been made by graduate students in commercial teacher-training institutions during the past five years. Some of the later studies listed are still in process. This list may not be complete. Please notify the B.E.W. of any study made in the past five years.

With the great wealth of research materials that are now available in the secretarial field, teachers of the secretarial subjects may turn to these materials to find the answers to many of the problems that so frequently arise in the classroom. It is indeed interesting to know that research in business education is moving forward at an increasing rate and that a very favorable proportion

of this research work is being done in the secretarial field.

Teachers who have not already become accustomed to doing so will find it a most helpful practice to write to the institutions listed in the bibliography and find out how they may borrow the studies in which they are interested. Only as these studies are referred to and used will they render the service which they should render.

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- Callahan, Grace H., "Prediction of Stenographic Success," Boston University, M. B. A., 1934.
- Cantrell, Mary, "An Evaluation of the Business English Course in the Oklahoma City High School," Colorado State College of Education, Greeley, M. A., 1935.
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- Clark, Henriette I., "Instruction-Sheet Method for Teaching the Use of the Adding Machine," University of Iowa, Iowa City, M. A., 1935.
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- Hamilton, C. W., "The Status of Secretarial Practice and Office Practice in the State of New Jersey," master's thesis, New York University.
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- Henders, Maude W., "The Values of Instruction in Syllabication and Terminal Hyphenation in the Secretarial Courses," University of Southern California, Los Angeles, M. S., 1937.
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- Hudgietz, Dorothy, "Use of Office Equipment in Secondary School Commercial Teaching," The University of Chicago, M. A., 1934.
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- Ingle, Wallace, "An Analysis of the Occupation of Court Reporting," University of Southern California, Los Angeles, M. S., 1936.
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(To be continued)



A Lesson in Telephone Usage

GLADYS H. SEALE

A LESSON in telephoning that includes not only the use of the telephone but the operation of dummy switchboards constructed by the students themselves is described below. It is part of the Secretarial Practice course in Wadleigh High School.

The students' aims, in this lesson, were as follows:

1. To gain experience in acting as secretary.
2. To practice dialing and operating a monitor board.
3. To increase their speed in taking dictation and their accuracy in transcribing.
4. To gain experience in the use of office machines.

The teacher's aims were as follows:

1. To give the students practice in dialing and operating a monitor board.
2. To give them practice in dictation and transcription.
3. To provide training in the use of office machines.
4. To improve students' ability to speak quietly, with proper resonance and correct enunciation.
5. To study their varied abilities and give each student an opportunity to work to the limit of his ability.
6. To train them in courtesy.

The Teacher Dictates Instructions

The teacher begins the 45-minute period promptly by dictating to the class informa-

tion relating to the class work for the day. The students transcribe the dictated material at the end of the period and incorporate it in their permanent notebooks.

The dictation material was accumulated from the Secretarial Practice Syllabus of the University of the State of New York, the New York City Telephone Directory, and various textbooks in office training and secretarial practice.

The following material is dictated as part of this lesson:

This is the eleventh and final lesson on the telephone, and is, therefore, a summary lesson.

The skilled workman understands fully and uses properly the tools of his trade. Because the telephone is one of the important tools used by the skillful secretary, it is essential that he know how to use it to the best advantage.

The telephone provides a business house with one of its most useful means of contact with customers and potential customers. A company's reputation for good business methods is tremendously influenced by the way in which its telephone operations are carried on. The secretary should, therefore, try to perfect his technique in telephoning.

In order to dial, follow these directions:¹ Dial the first two letters of the central-office name, the office numeral, and each figure of the line number.

¹ These instructions apply to New York City, where each telephone number consists of two letters and five figures.

For example, let's say the number is FOxcraft 9-9970. Remove the receiver. Listen for the dial tone—a steady humming sound. Place your finger in the opening over the black letter *F*. Move the dial clockwise until you strike the finger stop. Remove your fingers and permit the dial to spin back. Dial the letter *O* in black the same way. Then dial the red figures, 9, 9, 9, 7, and 0, in order.

A *private branch exchange* (P.B.X.) is a switchboard installed on the premises of a subscriber—for example, in a business office, manufacturing plant, department store, hotel, apartment house, or large residence. This switchboard is connected with the central office by means of lines called *central-office trunks*.

The subscriber's various telephones, served through this switchboard, are known as *extension stations*. By means of the switchboard, incoming calls over the central-office trunks may be distributed to any telephone connected with it; and any such telephone may be connected with the central office for the purpose of making outgoing calls.

There are two kinds of private branch exchange switchboards—*cord* and *cordless*. The cordless, or monitor, board is used if the amount of service required is small. Connections are made by means of keys.

When the employer is absent from the office, callers, either in person or by telephone, will frequently leave messages for him. Some messages will be simple; some will be very complex. The clerk who takes the message must bear in mind the following:

The message must be delivered to the employer, upon his return, with the least possible delay. It must be complete and absolutely exact.

In order to facilitate the reporting of messages, a printed form is frequently used. If the entire message is too long to be written on one side, the secretary should write *Over* and continue the message on the back of the form.

Explanation of Equipment

Because it was deemed inadvisable to install switchboards for training purposes in the school, each student made a dial and a monitor (cordless) switchboard. The purpose of this assignment was to develop initiative, to give students thorough understanding of the dial and the monitor switchboard, and to take into account individual differences. In addition, as many students as possible were assigned to the school's monitor board, but facilities were not available for all of them.

The students were given a few minutes at the beginning of the period to describe the construction of their monitor boards. Typ-

ical descriptions by them were as follows.

My monitor board is made of a very large cardboard box, brown wrapping paper, hairpins, and embroidery thread.

I wrapped my cardboard box with brown wrapping paper. I ruled the paper to represent small boxes. In each box, I made a hole. I then took the hairpins and wound red, white, and black thread around different ones. The white ones represent incoming and outgoing calls; the red ones represent the extension keys; the black ones, the night keys. The keys move up and down as on a regular switchboard.—*Vivian White, student.*

To make my monitor board, I needed the following materials: a cardboard box, electrical wire (for the keys), wrapping paper, and embroidery thread.

I covered the front of the box with the paper and cut the wire into lengths of about 21½ inches. I punched holes on the covered part of the box and put the wire, doubled, through the holes. In order to make it stay in, I twisted the wire in the back. Then I covered the rest of the box. To give the keys some color, I wound the embroidery thread around them.—*Aino Nisumaa, student.*

Class Activity During the Lesson

The teacher tells the class, "You will find mimeographed telephone-message forms on your desk, which you are to fill in when taking telephone messages."

The first illustration concerns an outgoing



One of Mrs. Seale's Students Displaying the Monitor Board She Constructed

telephone call. A clever student is requested to go around the room helping those less clever to dial and to use the monitor board correctly.

Three or four students are appointed to take part in the action in each demonstration. The student taking the part of the employer uses a regular desk telephone, and all the others dial and operate their dummy monitor boards.

TEACHER. Dial VIrginia 7-4552 and get me Mr. Phillip, please. Miss Golden, will you please act as the secretary? Miss Miller, will you please act as the young lady at Mr. Phillip's office? Miss Brown, I should appreciate it if you will be the employer.

PARTY CALLED. Hello. The Phillip Roofing Company.

SECRETARY. Miss Brown of the Fair and Square Advertising Company calling, to speak with Mr. Phillip, please.

PARTY CALLED. One moment, please . . . (To Mr. Phillip) Miss Brown of the Fair and Square Advertising Company calling Mr. Phillip . . . Mr. Phillip will talk with Miss Brown.

PARTY CALLED. Mr. Phillip will talk with Miss Brown.

(SECRETARY turns the telephone over to Miss Brown.)

TEACHER. How far should the mouthpiece be from the mouth?

CLASS. One inch.

TEACHER. Was there anything that could have been improved upon in the telephone conversation?

CLASS. The "hello" should have been omitted, because it was extraneous.

The class is encouraged to offer constructive criticisms of the secretary's way of handling the call.

The second dramatization also concerns an outgoing call. Again, the entire class is to do the dialing.

TEACHER. Dial MAin 8-8144 and get me Mr. Thomas of the Whitehouse Coal Company. Miss Culleton will be the answering switchboard operator; she will inform the secretary that Mr. Thomas is out. Miss Blaine will be the secretary, and Miss Harris the employer.

PARTY CALLED. Good morning. The Whitehouse Coal Company.

SECRETARY. Miss Blaine, of the Fair and Square Advertising Company, calling Mr. Thomas, please.

PARTY CALLED. Mr. Thomas is out just now.

SECRETARY. Just a moment, please. (To employer.) Mr. Thomas is out. Do you wish to leave a message?

EMPLOYER. No, thank you.

SECRETARY. Thank you. Good-by.

◆ *About Gladys Seale:* Instructor in Wadleigh High School, New York City. Degrees from Adelphi College and New York University. Active in student club work, has coached prize-winning shorthand classes. Holds Shorthand Teachers' Gold Medal, 140-word pin, and radio transcription contest gold medal. Sponsors a student-edited magazine, represents her schools in the High School Teachers' Association. Hobbies: dramatics, athletics, travel, photography, reading—and is working on her doctorate! (Illustration on page 196 shows Mrs. Seale standing between two windows.)

The students are encouraged to be very courteous throughout all the telephone conversations. Again pupils are called upon to criticize the secretary's method of making the call, her enunciation, and the tone of her voice.

The more clever students demonstrate the long, involved telephone conversations, whereas the pupils with lower mentality demonstrate the easier conversations.

Clever students should do the demonstrating at the beginning of the period, in order to show the others how it is done.

The next call is an incoming one. The buzzer sounds.

SECRETARY. Good morning. The Fair and Square Advertising Company.

CALLER. Mr. Jones of the Mountain Mill Company calling Miss Wilson.

SECRETARY. Hold the line a minute, please. (*Rings the employer's private wire.*)

EMPLOYER. Miss Wilson speaking.

SECRETARY. Mr. Jones of the Mountain Mill Company on the line for you, madam.

EMPLOYER. All right; connect.

(SECRETARY makes the connection.)

By calling on students for constructive criticisms at the end of each telephone conversation, the teacher sees to it that each member of the class has an opportunity to co-operate in the dramatization during the lesson as well as in the discussion.

It is necessary to correct grammar throughout these telephone conversations.

Another call involves the common problem of the caller who does not tell his name.

SECRETARY. Good morning. The Fair and Square Advertising Company.

CALLER. I'd like to speak to the manager, please.

SECRETARY. Yes, sir. Who is calling, please?

CALLER. Mr. Farnum of the Farnum Iron Works.

TEACHER. Have you noticed what made some of the secretaries' voices interesting and pleasant?

CLASS. Some of the voices were low-pitched, and

had a rising and falling inflection. They were not monotonous.

TEACHER. When the person called is out of the office or too busy to be interrupted, the secretary must obtain, if possible, not only the name of the caller, but any message that he may care to leave. In addition, it is desirable to note the caller's number, because the person called, when he comes in, may not understand the message or may wish to call back about it. Let us demonstrate. You will all take down the message on the telephone message blanks (*Bell rings.*)

SECRETARY. Good morning. The Fair and Square Advertising Company

CALLER. May I speak with the manager, Mr. Roberts?

SECRETARY. Mr. Roberts is out just now. Will you leave a message, please?

CALLER. No, I'll call him later.

SECRETARY (*quickly, before caller can hang up*). Will you kindly leave your name so that I may tell him who called?

CALLER. Mr. Hardy, of the Eastern Color Works.

SECRETARY. Thank you; and what is your telephone number, please?

CALLER. Main 7-2581.

SECRETARY. Would you like to have Mr. Roberts call you when he comes in?

CALLER. No, I'll be out of the office all afternoon. I'll call him later.

SECRETARY. Very well. I'll tell him. Thank you.

TEACHER. What machine could one use to find out how his voice sounds over the telephone?

CLASS. One could use a dictating machine, listen to the voice, and try to improve it if necessary.

TEACHER. What did you fill in on your message blanks?

A STUDENT. I put down the name of the person who called, the phone number, the time, and the fact that he would telephone back.

TEACHER. The purpose of the next call is to show the value of shorthand in taking memoranda from telephone conversations. The entire class will take down the shorthand notes on the telephone message blanks. (*Bell rings.*)

SECRETARY. Good morning. The Fair and Square Advertising Company.

CALLER. Mr. Franklin, of the Welfare Printing Company, calling.

SECRETARY. With whom do you wish to speak?

CALLER. With the manager, Mr. Donnelly, please.

SECRETARY. Mr. Donnelly is not in right now. May I take a message for him?

CALLER. Tell the manager that Mr. Franklin cannot have the booklets printed by tomorrow afternoon. Mr. Franklin's plant started them at the beginning of the week but can now tell that they will not be finished on time. Will you please ask Mr. Donnelly what is to be done about the matter?

SECRETARY. I'll give Mr. Donnelly your message as soon as he returns. What is your number, please?

CALLER. My number is Murray Hill 4-8934.

SECRETARY. Thank you.

TEACHER. I should like various students to summarize what they have learned from the lesson.

ANSWERS. I have learned the value of taking telephone messages in shorthand. . . . I have learned how to dial and also how to use the monitor board. . . . I have learned to ask for the caller's name, his telephone number, and the message when the person being called is not in the office. . . . When a person answers the telephone in an office, it is not necessary to say "hello" at the beginning of the conversation, but rather state the firm's name immediately. . . . From today's lesson I have learned that when a person is speaking on the telephone, he should speak in a sweet, pleasant voice. . . . I have learned that a secretary should use her knowledge of shorthand whenever possible.

As soon as the students have briefly summarized the lesson they begin to transcribe the dictated material and continue to the end of the period.

What Became of the Cake?

(See page 193)



The huge, beautifully decorated birthday cake with its fifty candles appeared the following Monday afternoon on a table in the large reception room of the Gregg Publishing Company. Dr. Gregg is shown, with Mrs. Gregg and their two children, cutting the cake which was enjoyed by the entire staff of the Company during a delightfully informal jubilee celebration of their own.

A Flexible Four-Year Program

IN response to many requests from educators in our smaller cities for a suggested high school program of studies in business education, Dr. Elmer G. Miller, director of commercial education in the Pittsburgh public schools, has prepared a program sufficiently flexible to fit the needs of the small as well as the large high school. This four-year program appears below.

In this program, Dr. Miller provides a general clerical and a general sales course. In a letter accompanying his program, Dr. Miller says:

Another criticism that has been met is what to do with the boys and girls who fail in the bookkeeping division or the stenographic division. These failures can select the general clerical or general sales course and, after completing the twelfth-year work in either of these courses, they can graduate with the other members of their class.

This program of studies has not been officially adopted by any school system but is suggested by Dr. Miller in response to requests from his co-workers in this particular field. Comments from our readers are invited.

A PROGRAM OF STUDIES IN BUSINESS EDUCATION

Suggested by Dr. Elmer G. Miller, Director of Commercial Education, Pittsburgh

<i>9B Grade</i>	<i>9A Grade</i>	<i>10B Grade</i>	<i>10A Grade</i>
English 1	English 2	English 3	English 4
General Business 1	General Business 2	Consumer	Consumer
Elective	Elective	Information 1	Information 2
Elective	Elective	Elective	Elective
		Elective	Elective
<i>GENERAL CLERICAL</i>	<i>BOOKKEEPING</i>	<i>STENOGRAPHIC</i>	<i>GENERAL SALES</i>
<i>11B Grade</i>	<i>11B Grade</i>	<i>11B Grade</i>	<i>11B Grade</i>
English 5	English 5	English 5	English 5
Economic Geography	Economic Geography	Economic Geography	Economic Geography
Bookkeeping 1	Bookkeeping 1	Shorthand 1	Bookkeeping 1
Typewriting 1	Typewriting 1	Typewriting 1	Typewriting 1
Elective	Elective	Elective	Elective
<i>11A Grade</i>	<i>11A Grade</i>	<i>11A Grade</i>	<i>11A Grade</i>
English 6	English 6	English 6	English 6
General Salesmanship	General Salesmanship	General Salesmanship	General Salesmanship
Bookkeeping 2	Bookkeeping 2	Shorthand 2	Bookkeeping 2
Typewriting 2	Typewriting 2	Typewriting 2	Typewriting 2
Elective	Elective	Elective	Elective
<i>12B Grade</i>	<i>12B Grade</i>	<i>12B Grade</i>	<i>12B Grade</i>
English of Business	English of Business	English of Business	English of Business
Business Law	Business Law	Business Law	Business Law
Typewriting 3	Bookkeeping 3	Shorthand 3	Retailing
Filing and Machines	Filing and Machines	Transcription	Filing and Machines
Elective	Elective	Elective	Elective
<i>12A Grade</i>	<i>12A Grade</i>	<i>12A Grade</i>	<i>12A Grade</i>
Oral English	Oral English	Secretarial Training	Oral English
Office Practice	Economics	(double period)	Economics
Applied Mathematics	Bookkeeping 4	Economics	Applied Mathematics
Business Behavior	Business Behavior	Business Behavior	Business Behavior
Elective	Elective	Elective	Elective

¹ Boys and girls should not be unduly influenced when choosing their electives. It is suggested, however, that in the main the electives should be made from a list of the related and more practical business subjects.

How Do Typing Teachers Grade?

A Contest for Teachers

HOW do typewriting teachers grade? The BUSINESS EDUCATION WORLD and its readers want to know, so we are announcing a contest to find out. In addition to cash prizes for winning papers, the B.E.W. will pay regular space rates for all published papers.

The rules and regulations are listed at the end of this announcement. Here are some helpful suggestions, prepared by B.E.W.'s typewriting editor, William R. Foster. Read them carefully; then collect your thoughts and materials and prepare your entry for the contest.

Suggestions for Contestants

It is assumed that contestants will base their papers on high school classes made up of unselected pupils in the eighth to the eleventh year, taking typewriting as a vocational course once daily for a period of 40-60 minutes, for 4 semesters of about 18 weeks each.

Your paper should treat two topics:

- (1) What phases of typewriting learning do you measure?
- (2) How do you measure the results reliably?

Under the first heading, be careful that your grades are based on something more than a test of memory of *facts about* something that involves a motor skill or an art.

It should be obvious that an examination on *how* to do this and that on the typewriter is no test at all of the *ability* to do this and that. We want to know from our testing whether the pupil learned to master typewriting as a skill and not whether he learned a lot of facts, even though certain facts are clearly essential for all typists. You need not, however, submit the tests you use.

You may use any symbols you wish, as long as you use a five-point system; for example, *A, B, C, D, F*. For the first four- to six-weeks mark, fewer symbols may be used if you wish.

It might be wise to explain your school's

interpretation of the symbols, since there is no agreement throughout the country as to the meaning of marks given when symbols are used. In any event, it is to be hoped that grades are not magnified into ends, but rather that they stimulate pupils into worthwhile activity.

The old reliable twins, Speed and Accuracy, are still with us, in spite of all that has been said about them, maliciously and otherwise. Call speed what you will—rate, quantity, or words a minute; but please use *gross* words (or *gross* strokes) a minute and not net, when measuring speed. Quality, when referring to a pupil's work, is a more inclusive term than accuracy, so please show just what you measure for quality, in addition to the striking of the correct keys.

While your paper would naturally show grades for each of the four semesters, presumably the third and fourth differ in nothing but subject matter (to some extent) and speed requirements. This part of your paper, therefore, could be shortened in order to give more space for the next highly important feature.

The problem with most teachers is grading the first year's work. Some schools even make a break at the end of the first year, weeding out unsatisfactory pupils (not just failures) from the commercial group at this point.

As you probably know, some teachers claim that the first few weeks determine success or failure. On what do they base this claim? Whatever the answer may be to that question, the first report-card mark seems to be the greatest problem for many teachers, because there is so little that is tangible on which to base a suitable grade.

The ability to follow directions, used as a basis by some, does not indicate true learning; still, it may have some prognostic value—as much, probably, as the early techniques.

As far as basing any grade on technique is concerned, correct technique is something highly individual—not a cut-and-dried

mould into which all must fit alike. What's good technique for the goose may not be for the gander.

Perhaps you go by the pupil's general ability, as shown by the marks given by other teachers? This cumulative judgment has some correlation. Certainly grave doubts exist as to the advisability of basing any grades on the traditional "accuracy" of whatever typescript pupils may turn in during the first few weeks of the first term.

To many teachers, it has seemed that the first report-card grade has to be based on the teacher's subjective (and therefore relative) opinion, because they believe there is nothing much of an objective nature that can be checked with any particular yardstick.

If that is the base, then our grading would have to be based on "practical" rather than scientific measurements. But possibly you have discovered some correlation between the pupil's success in doing certain things the first few weeks and his work at the end of the term, or—better still—at the end of the fourth term.

If that is so, by all means let us have it as a part of your contribution.

Prizes for Winning Papers on "How I Grade My Typing Classes"

The prize itself, in a contest of this kind, is a minor part of the reward. Winners will

have not only the prestige that goes with the recognition of professional accomplishment but also the knowledge that they have contributed something of value to others. Then, too, all the contestants, when they have completed their papers, will probably have clarified their own thinking—a matter of no small importance.

The BUSINESS EDUCATION WORLD will award the following cash prizes:

First prize: \$10

Second prize: \$5

Third prize: \$3

The next five ranking papers, \$2 each

In addition, regular space rates will be paid for all papers submitted in this contest that are published in the B. E. W.

Contest Rules

1. The paper must be an original contribution. It must be typewritten double-space on one side of the paper only. The author's name, mailing address, and school address must appear on the top sheet.

2. State the number of pupils you have in your typing class, the length of the class period, and any special requirements that may be set by the school system or by the state.

3. The judges of the contest are William R. Foster, Harold H. Smith, and Clyde Blanchard.

4. Contest entries must be postmarked not later than November 28, 1938, and mailed flat to the Typewriting Contest Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

Ralph Miller Succeeds C. Guy Brown



RALPH MILLER, for fourteen years head of the Enid (Oklahoma) High School commercial department, has accepted an appointment to head the commercial department of the Central High School, Oklahoma City, succeeding C. Guy Brown, who is now a member of the

faculty of the University of Oklahoma.

Mr. Miller is a graduate of the University of Oklahoma and is doing graduate work

there. He has been president of the Commercial Department, Oklahoma Education Association, for two terms and has held office for many years in the Northern Oklahoma Education Association. He is a member of the central state curriculum committee.

Mr. Miller's hobby is encouraging boys to continue their schooling.

JAMES S. CHEEK, member of the Board of Directors and manager of the South Central Division of Silver Burdett Company, died at his home in Little Rock, Arkansas, on August 21, after a week's illness.

Mr. Cheek had been the Arkansas representative of the company for the past twenty-five years. He was a native of Mississippi. Before becoming affiliated with Silver Burdett Company, he was a representative of the American Book Company.

Habits: Your Servants in Typing

WILLIAM A. RICHARDS

GOOD habits free the mind from numerous details in the mechanical operation of the typewriter and in finding the keys. The sooner good habits are formed, the faster the learner will progress.

Habits are learned. They can become so firmly fixed that we do things automatically, without thinking about them at all. This is particularly true of typewriting, for speed can be attained only after the automatic habit of striking the keys is formed.

Until the student has acquired the automatic habit, he can write only as fast as he can spell, transfer the message to his brain, and send it back to his finger tips. After the habit has been formed, he writes without spelling the words. The fingers automatically strike what is seen by the eye, relieving the mind of details and greatly increasing the ease and speed of operation.

It is of utmost importance, therefore, for the teacher to drill on correct habits from the very beginning. At least half the first semester should be used in this development. It is a mistake (which will show up in the advanced students) to introduce any non-habit-forming content until after the student has learned to write automatically.

The following habits relate to the mechanical operation of the machine:

1. Inserting and straightening the paper, using the paper bail, etc.
2. Returning the carriage.
3. Releasing the carriage.
4. Releasing the margin.
5. Using the tabulator and tabulator set.
6. Shifting for capitals.
7. Spacing between words

These habits involve muscular adjustments. Because of repeated practice, the skillful typist automatically makes the necessary motions to accomplish these things. These habitual motions become firmly entrenched in the nervous system of the typist. They become as much a part of him as the mortar is a part of the stone wall. Human beings are made in such a way that the

things they do over and over again will, in time, leave an indelible trace.

Every effort should be made to acquire sound habits from the beginning. Habits begin to form as soon as the student is seated at the typewriter. Time and practice perfect those habits.

Every act of skill requires the fine co-ordination of many muscles. Co-ordination means teamwork. It can come about only through practice. Even a perfect knowledge of what must be done is not enough to assure one's skill in performing the act. Muscular teamwork is essential, but it is achieved only after many repetitions of the motion.

Habits not related to the machine are as follows:

1. Undivided concentration on the copy.
2. Proper form in finger movement—a quick, snappy snatch of the fingers. There should be no wrist and arm movement in the process of striking the keys. It is an established fact that the shorter the lever of movement, the faster the movement.
3. Development of a wide eye span.

When the point is reached at which attention is undivided between machine and copy, when muscles and mind work together with an exact degree of force, in an exact direction for an exact amount of time, the student has acquired skill.

The best typist is the one who has acquired the best habits and has succeeded, through effort, in developing them to their utmost. He is admired. He can be counted on to give a good performance. He is an expert.

Comments on Mr. Richards' Article

WILLIAM R. FOSTER

East High School, Rochester, N. Y.

MR. RICHARDS has given a very complete, correct, and concise statement of the rôle of habits as our servants.

I learned, by writing to ask Mr. Richards,

that we agree as to what constitutes a wide eye span.

In reading for meaning, we read many words at a glance. To type rapidly, we must see at least the common words *as words*. This requires a wider eye span than in the letter-by-letter stage, with which we start and with which, in the case of the most difficult words, we continue.

That does not mean, however, that we are to try to increase our eye span to grasp more and yet more. There is a limit not only to the possibilities but to the desirabilities for optimum typing.

The majority of typists probably have less than one word ahead in view at one time. I recall George Hossfield's saying he usually has one; Mr. Richards says he recalls Albert Tangora's saying he has more than one.

Probably our chief concern, as teachers, is to get our pupils beyond the individual letter stage with as many words as possible.

Our pupils, when they were in grade school, read words as wholes to get the meaning; in high school they try to read and type the common words as wholes or "flashes": but when they check their typing, they must read the words as made up of individual letters.

These are radically different performances (skills), yet all three are called reading. Three servants with the same surname can

be managed, but you have probably had pupils who play the piano tell you they just cannot achieve the low wrist position required for good typing. I tell such pupils, if they know how to swim, that they breathe in two very different ways.

I am glad to see Mr. Richards advocates basic skill first. But in case you employ the "snatch" stroke, let me tell you something about this servant. If you use him merely while learning, to prevent a floppy wrist and a follow-through punch, he may be of help. But if you think that there is some danger that this servant may become a fixture, I'd look around for another one who could be safely employed for a lifetime. I believe I have the right slant on this servant, for one of his leading sponsors told me he recommended the snatch stroke only in the beginning work.

In many subjects we can *talk* our pupils into absorbing some knowledge, if we harp long and loudly enough. But in typing the pupils must *act*. Our talking does not automatically transfer into pupil performance.

No more important criticism of some type-writing methods courses and loquacious classroom teachers has been made than is contained in Mr. Richards' statement: *Even a perfect knowledge of what must be done is not enough to assure one's skill in performing the act.*

Daniel W. McMillan

THE LONG and faithful teaching and administrative career of Daniel W. McMillan, of the Southwestern High School, Detroit, ended with his death on August 31. He had been a teacher in the Detroit schools for thirty-three years and for many years headed the commercial department of Southwestern High School of that city.

Mr. McMillan graduated from Onarga Business College and from Grand Prairie Seminary, both in Onarga, Illinois. He began teaching in 1894, at the age of nineteen.

The National Commercial Teachers Federation issued the following statement:



With profound regret we record the passing of Dan McMillan, otherwise known to his friends as "Mac." For thirty-three years he served the public schools of Detroit; twenty-three of those years were spent at Southwestern High School where he was head of the Commercial Department. Only once since his affiliation with the National Commercial Teachers Federation twenty-five years ago was he absent from a convention meeting. He was elected president of the Federation in 1923. His loyal and persistent interest in matters of importance to the Federation will long be remembered. Those who knew him well valued his counsel and advice. The Federation has lost one of its true and loyal friends. We extend our sympathies to his family and associates.

Mr. McMillan was Grand Master of the Grand Council of Michigan Masonic Lodge; High Priest of the Ionic Chapter, and Most Illustrious Master of the Monroe Council. His death is a loss to commercial education.



Geographic Principles In Economic Geography

DOUGLAS C. RIDGLEY, Ph.D.

WEBSTER'S New International Dictionary defines *principle* as "a fundamental truth; a comprehensive law or doctrine, from which others are derived, or on which others are founded; a general truth." *Factor* is defined as "one of the elements, circumstances, or influences that contribute to produce a result; a constituent."

We may define geographic principle and geographic factor for the study of economic geography as follows:

A geographic *principle* is a fundamental truth concerning the relationships existing between man's activities and his natural environment.

A geographic *factor* is an element of the natural environment which influences the activities of man.

A geographic *factor* is a material phenomenon; a geographic *principle* is a mental concept.

A study of geographic *factors* and their operation leads to the discovery and statement of geographic *principles*.

Man is conscious of geographic *factors* at all times; he is conscious of geographic *principles* only when he perceives the operation of a general law.

A geographic *factor* is individual, definite, and concrete; a geographic *principle* is general, intangible, and abstract.

A geographic *factor* may be observed as a specific thing; a geographic *principle* is a generalization that must be seen in wide operation to be appreciated.

Geographic factors and geographic principles may be illustrated by a study of straits. The Strait of Gibraltar, at the west end of

the Mediterranean Sea, between the Mediterranean and the Atlantic, and the Zone of Straits at the east end, between the Mediterranean and Black Seas, have been of outstanding economic and strategic importance since the beginning of history.

These straits are geographic factors. They have influenced the movement of men and of goods century after century. They have been centers of strategic importance in the wars of many nations. They have enabled ships to make journeys of hundreds and thousands of miles without breaking cargo. By breaking land routes, they have required shipment across these narrow water bodies by means of boats.

Hudson Strait connects the waters of the Arctic Ocean with the Atlantic, and Bering Strait connects the Arctic Ocean with the Pacific. Occasionally, ships make use of these straits, but they are of slight importance, economically and strategically, in comparison with the straits connecting the Mediterranean with other waters. A study of several straits reveals facts that indicate a geographic principle which we may state as follows:

A strait tends to become a strategic point in a sea route and a break in a land route, if located on important routes of travel.

◆ **About Dr. Ridgley, Series Editor:** Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."

The geographic factors that make up the natural environment of man are location, relief, climate, soil, mineral resources, the ocean, inland waters, natural vegetation, natural animal life, and other peoples.

It is the function of geography to show how man's activities are influenced by these factors of the natural environment, how man uses them, how he adjusts himself to them, how he modifies them to his advantage or disadvantage, and how his work adapts itself to their persistent influence.

Natural environment consists of a complex combination of the geographic factors, and the great variety of these combinations throughout the world lends interest and value to the geographic interpretation of economic activities.

Antarctica comprises a land area of 5,000,000 square miles without a single permanent human inhabitant. China proper contains 1,500,000 square miles with a population of 450,000,000 inhabitants. In China proper, more than 20 per cent of the population of the world lives on less than 3 per cent of the land of the world.

The irregular distribution of population on land areas is determined by the varying combinations of the natural environmental elements, especially climate, relief, and soil.

The Use of Land

Land is used in four ways: for crops, for pasture, for forest, and for other purposes. The use of land for "other purposes" varies widely. It includes the desert lands that are unproductive; the land on which cities are built; farm land used for buildings, lots, lanes, and fences; highways and railroads; mines and quarries. The geographic interpretation of land use is concerned mainly with its use for crops, for pasture, and for forests.

Among the geographic principles that relate to land use are the following:

Climatic conditions determine, in large measure, whether a region is capable of supporting a large population.

In middle latitudes, the amount and distribution of rainfall determines, in large measure, whether the land of a given region shall be devoted chiefly to farming or to grazing.

In middle latitudes, where temperature and rainfall are favorable for crops, relief determines, in large measure, whether the land shall be devoted to crops, pasture, or forests.

The land owners' income, the conservation of soil, and the permanent value of the land are all favored by devoting the more level land and the gently sloping land with rich soil to crops, the steeper slopes and gentle hills to pasture, and the more rugged lands to forests.

Geographic Principles and Crops

A study of individual crops reveals geographic principles of more limited application than those already stated.

Some crops thrive in a wide variety of soil, temperature, and rainfall. Others are limited to areas of relatively small extent. A few occupy exceedingly small areas.

The high school teacher and his students of economic geography who have a knowledge of the meaning of geographic factors and geographic principles, and an interest in identifying and applying them to appropriate situations, discover geographic principles that will serve as organizing centers for the extensive information of economic geography.

Some of the geographic principles relating to individual crops are given here. (These principles are not to be used as the main source of information about the crops, but are to grow out of a comprehensive study of each crop and to become the means of relating the facts to one another.)

The cotton crop of the United States is produced where there is a frostless season of 200 days or more, an annual rainfall of 23 inches or more, and a fall picking season with moderate rainfall.

The northern boundary of the Cotton Belt follows closely the line of a 200-day frostless season. The western boundary follows closely the 23-inch annual rainfall line. The southern boundary follows approximately a line where the rainfall for the fall months (September, October, November) does not exceed 10 inches.

A study of the corn crop will disclose the facts from which a geographic principle such as the following may be evolved.

Corn thrives best in regions with a frostless season five or six months long, with warm summer temperatures both day and night and with abundant rainfall during the summer, followed by a relatively dry fall, and where the soils are deep, dark brown or black silt loams.

Similar general statements may be developed for wheat and oats. An understanding of these relationships between crops and their necessary environment gives a casual foundation for appreciating the significance of the east-west strips of agricultural regions in eastern United States, with the dominant crops arranged from north to south, not accidentally, but in response to climatic conditions in the order of cotton, corn, wheat.

Commercial fruit raising is specialized agriculture. Fruit growing on a commercial scale is much more limited than the growing of the cereal crops. Here are a few geographic principles of wide application to fruit growing:

The apples of North America are grown chiefly north of the average summer (June, July, August) isotherm of 79° F. and south of the average winter (December, January, February) isotherm of 20° F.

Citrus fruits thrive best on the poleward margins of the northern Subtropical Belt where there is no danger from severe frosts.

The influence of the Great Lakes on temperature conditions along their eastern shores in early spring and late fall permits a larger development of the fruit industry than is possible on the western shores.

The Location of Cities

In the study of cities, geographic factors and geographic principles aid in interpreting and causal relationship between cities and their natural environment. Man has located and developed cities mainly for economic reasons. The geographic principle underlying the location of cities of all sizes may be briefly stated as follows:

Cities tend to develop wherever there is a break in transportation.

This principle explains the appearance of grain elevators at intervals of five or ten miles along every railroad in the Corn Belt

and the wheat region. Here the break in transportation is between highway and railroad. This principle applies also to the larger centers, where two or more railroads cross and the break in transportation is between railroad and railroad as well as between highway and railroad. River ports, canal ports, and seaports exist because of the break between water transportation and land transportation. Every airport is a break between air and land transportation.

With this simple principle in mind, students find interest and value in determining why a city enjoys its particular location, and why it has grown to its present size. The geographic and economic factors operating in the development of cities form one of the most interesting topics in economic geography. The life of the city depends upon its immediate vicinity and its more distant connections.

Some of the geographic principles that grow out of a study of cities are as follows:

Seaports tend to develop at a good natural harbor from which transportation lines lead far into the interior of the continent. (New York, San Francisco, Liverpool.)

Seaports tend to develop on rivers or on arms of the sea as far as ocean vessels can find deep channels and safe passage. (Montreal; Baltimore; New Orleans; Portland.)

A lake port develops wherever there is a break between lake transportation and rail or canal transportation. (Chicago, Cleveland, Buffalo.)

Cities tend to develop along rivers where the land is high enough to be above serious flood damage, but where access to the river front and to uplands beyond the river valley is easy. (Memphis, St. Louis.)

Cities tend to develop at or near the junction of two navigable streams where transfer of goods is necessary. (Pittsburgh; Cairo, Illinois.)

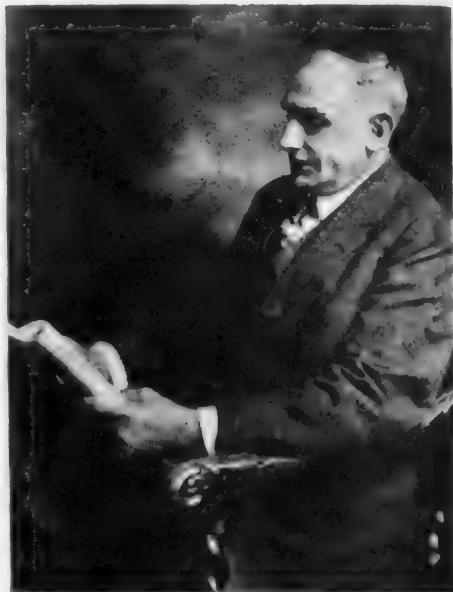
The teacher may select topics in economic geography from time to time for the special development of geographic principles. There should be no attempt to organize all the work around principles. This method should be used as a means to an end, not as an end in itself.

James William Baker

JAMES WILLIAM BAKER, president of the South-Western Publishing Company and senior author of "20th Century Book-keeping and Accounting" and "College Accounting," died on September 25 at his home, 5 Beechcrest Lane, Cincinnati, Ohio. He was born in Knoxville, Tennessee, on November 19, 1873.

Mr. Baker's death is a distinct civic loss as well as a great loss to business education. From coast to coast he was acclaimed one of the greatest contributors to business education in the United States, and probably few other persons had so wide a speaking acquaintance among teachers of commercial subjects. His career, which was destined to be a notable one, began when business education in this country was still in its early stages.

At the time Mr. Baker started his career in the publishing business, he was teaching in the Knoxville Business College, Knoxville, Tennessee. His associates there were numbered among those who joined him in the organization of the South-Western Publishing Company in 1904. In 1910, the home office was moved to Cincinnati. Until his death, Mr. Baker was active head of the company.



Endowed with a rare capacity for friendship, Mr. Baker will long be remembered for his geniality and kindly humor. Withal, he was extremely modest, never willingly seeking publicity or personal acclaim for his achievements.

Mr. Baker is survived by his widow and one sister, to whom we extend our sincere sympathy.

N. E. A. Department of Business Education News

JOSEPH DEBRUM, president of the Department of Business Education of the N.E.A., has announced two additional appointments to the editorial board of the *National Business Education Quarterly*, supplementing his appointment of Dr. Jessie Graham, of Los Angeles, as editor-in-chief of publications.

Ernest A. Zelliot, director of commercial education, Des Moines, Iowa, will edit the *Quarterly* for the first issue of the school year 1938-1939. Mr. Zelliot is eminently fitted for this work because of his wide teaching and administrative experience.

Henry Orlo Backer, chairman of the commercial department of Fairfax High School, Los Angeles, is the newly appointed managing editor of the *Quarterly*. Mr. Backer is a past president of the Los Angeles Commercial Teachers Association.

The Department has decided to publish, in addition to its *Quarterly*, a "house magazine" filled with interesting news items and the latest progress reports concerning the activities of the Department.

The *National Business Education News* is the name of the youngest member of the "fourth estate." The first issue of the *News* will probably have appeared by the time this announcement reaches you. Subsequent issues are scheduled for the months of February, April, and May.

In format, the *News* will probably be an 8-page, 4-column paper, 10½ by 13 inches.

Clyde E. Rowe, of the Schenley High School, Pittsburgh, well known as a summer session instructor in methods of teaching shorthand at Teachers College, Columbia University, has been appointed editor of the *News*.

Wondering AND Wandering



WITH OURS A-ES

AS I strolled up Madison Avenue the other day, somewhere along in the fifties I saw a great plate-glass window carrying a large sign in gleaming gold letters. The sign informed the passer-by that behind that plate-glass window would be found the world's largest employment agency for domestic help. It also informed the passer-by that the "world's largest agency" provided "childrens' nurses."

If some overzealous editor or proofreader does not shift that apostrophe to the proper side of the *s*, you may get the same shock I received when I saw it. I was tempted to inquire if they also supplied "childrens' tutors"!

Perhaps, though, there is something in the atmosphere of Madison Avenue that is not conducive to the correct use of apostrophes. You may remember that it was almost exactly a mile farther down Madison Avenue that I saw, also in gleaming gold letters, on Mr. J. P. Morgan's front door, a sign referring merchants to the "tradesmens' entrance." A lot of our pupils must live on Madison Avenue!

• • To avoid any possibility of wounding anybody's feelings, I should preface the following paragraphs by a declaration that I am a *Time* enthusiast. In fact, I think that when the time comes, I should rather have a grieving posterity place a copy of the current issue of *Time* on my tombstone each week than have them place a wreath of roses there—assuming that I have any interest in the matter at all by that time.

In *Time* for July 25, there is a statement that "Each word in *Time* is read two or three times over by at least twelve people—five in New York and seven in Chicago. . . . In theory it is almost mathematically impos-

sible for one error to get by twelve different people. In practice, it does happen. Which seems to indicate a definite limit to human accuracy, for *Time's* error rate has remained almost constant for years."

It is really too bad that this item was not published until too late for inclusion in Mr. Foster's excellent B.E.W. series on proof-reading and error checking.¹ It is offered here as an addendum to Mr. Foster's article, with the hope that it may convince a few of the as-yet-unconvinced teachers that the wholesale teacher checking of student transcripts is largely a waste of time.

"Oh, but if I don't check them some of the errors get by." Doesn't the item from *Time* convince you that even after you have checked the papers there are still plenty of errors that get by? Why waste your time and effort on checking papers that will still contain errors when you are through with them?

In the transcription class (or in the business office) as a practical matter we must appear to contradict ourselves, although actually we are holding up one perfectly proper objective. We must admit that error-proof copy represents counsels of perfection, and we must, therefore, provide room in our grading scale for some errors. At the same time, we must expect the transcriber to turn out *almost* perfect copy.

On the one hand, we must not countenance "sloppy" work full of errors. On the other hand, it is not fair to hold up to the student the completely unattainable objective of perfect work. Whether for the pupil in school or for the stenographer in the business office, there should be a small but legitimate error allowance.

¹ Foster, William R., various titles, *THE BUSINESS EDUCATION WORLD*, Vol. XVIII, pp. 359, 451, 557, 705, 807.

• • John Morris, a great lover of shorthand, sent me a clipping from the *London Daily Mail* telling of the bequest of £10,000 to a private secretary in appreciation of twenty years of service.

The money was left by John Webb Dart to his secretary, Miss Marjorie Blakey. Miss Blakey's efficient work in the office not only prompted her employer to leave her £10,000 in his will, but it also prompted one of the executives in the company to marry her. At least, we may suppose that that was a contributing reason! In any event, Miss Blakey became Mrs. Taylor about two years ago.

• • It seems as if almost every month something appears to raise my blood pressure, and sure enough, here I am with the safety valve popping again. This time it's on account of the fairly steady stream of articles and convention talks to the effect that a far greater percentage of office employees are discharged for unsatisfactory personal traits than for unsatisfactory technical work with shorthand or typing or office machinery.

There can be no disputing this fact. When common sense and statistics agree, then the thing must be so. The increase in the blood pressure comes when the article or the convention talk gets to the "therefore."

Usually the speaker or writer winds up with "Therefore, we should pay more attention to the development of desirable personal traits and characteristics and less attention to the development of 'mere shorthand and typing skill.'" (Somehow that "mere" makes me angrier every time I hear it used in that context.)

There are several fallacies in this reasoning, to my way of thinking: In the first place, because we find that ten times as many people may be discharged because of personal traits as because of technical ability, we must not assume that at the time of graduation the same ratio holds. It certainly does not.

The first consideration here is that it is ridiculously easy for the businessman to get at least a sketchy idea of the applicant's shorthand and typing ability. The transcription of one simple letter dictated at any

speed at all will give a fair idea of the applicant's ability.

But it is next to impossible to find out much about the applicant's personal characteristics in any reasonable length of time. Often undesirable personal traits don't show up until after the employee has been working in the office for weeks or months. The businessman in general seldom hires and, therefore, seldom fires girls with defective technical skill. They are easily weeded out in the first interview.

In some of the few instances in which the businessman hires an employee with faulty technical skill, the employee is often able to increase her skill before the boss's patience is exhausted. But when the boss hires an employee with undesirable personal traits, it is very seldom that the employee is able to correct them, even when given time and opportunity.

In most school situations now there is no surplus of time for skill training. Most of us are working under handicaps of one kind or another in that regard. Where, then, could we find time in the course for training in traits and characteristics without impairing seriously the quality of our skill training?

And even more serious—assuming that we were given the time, what success would we have? If the employee in the office will not correct her faulty personal traits when her bread and butter depends on their correction, what chance have we in the classroom with far less incentive?

That is why I feel that although the statistics are clear as to the reasons for discharges, these figures cannot properly be interpreted to mean what some folks would have us think they mean. What do you think?

[EDITOR'S NOTE—We seem to be faced with a contradictory situation. We must give our students more training in personality development. We haven't time to give them more training in personality development. (At least in our shorthand and typing classes, according to Mr. Leslie.)

What is the solution? We surely must not stop at this point. Read this month's editorial for a suggested solution.]

Awards for Achievement

PERSIS B. PORTER

IN the early days of my teaching experience, I was given a class of "Specials," pupils of low intelligence to whom I was to teach penmanship. Among them was one lad, named John, who invariably needed my attention. Each day he did something annoying. Finally, in conference with John, I asked him why he acted as he did.

His reply was, "When I'm good, you don't say anything, and when I'm bad, you call my name."

After that, John and I both changed our ways, with satisfactory results. I called his name if he did no more than keep his feet flat on the floor. He reformed.

While students of higher intelligence are not so naïve about admitting their desire for recognition, the craving is there, just the same. If misbehavior gets the attention, there will surely be some students who will actually wrack their brains to think up schemes to excel in that line. On the other hand, if the emphasis is put on achievement in school work, there will be students who will strive to achieve.

The difficulty often is that the goal to be achieved is so far removed from the student's ability that he lacks the drive to do the necessary work to reach the goal. John was so poor in penmanship that getting a certificate seemed hopeless as far as he was concerned. As for the semester grade, John had been trained throughout his school career to expect "courtesy" grades. The easiest way for him to get some recognition and win favor in the sight of his peers was to be annoying. Before he could progress in school work, he had to be praised for his efforts.

School work, for normal as well as sub-normal children, would be much more satisfying if our educators devised goals of achievement of gradually increasing difficulty. Nothing succeeds like success.

The new tendency in education is evidently toward the abolition of grades as they have been given, for the reason that grades are so far removed from the things that they are

supposed to measure. Something else must be substituted for grades or ranking system. Awards or recognition of objective goals of achievement will solve the difficulty. The problem is to work out a satisfactory system of awards.

In typewriting and shorthand, very definite and satisfactory systems of awards have been worked out. The typewriter companies used a system of awards as a means of advertising their typewriters. The Division of Commercial Education of the Los Angeles City Schools issues awards in typewriting. One publishing company renders a very fine service to teacher and students by an elaborate system of awards in typewriting and shorthand and the recently inaugurated plan of awards for solving problems in business letter writing, bookkeeping, junior business practice, office practice, and business personality.

The business club of which I am the sponsor has, for a number of years, presented a commercial-awards assembly, at which the students who have received awards in shorthand, typing, and business letter writing are recognized before the student body of the school. Each semester, the number of awards to be presented has been larger. In addition, the type of awards earned indicates that the students are striving for higher goals each year.

After the last assembly, a teacher of English and social studies, who is to be a member of the guidance staff of a large city system, said to me, "Why should commercial

◆ *About Persis Porter:* Instructor, Washington High School, Los Angeles. Degrees from U. S. C. Member of Legal Education Committee, National Association of Women Lawyers. Former delegate to National Education Association; has held office in P.T.A. and Los Angeles Evening High School Teachers' Association. Specialty is the teaching of business correspondence; much interested in business clubs for students. Has contributed to the B.E.W. before. Hobbies: travel and taking motion pictures.

students receive awards for their work? Why shouldn't the commercial students, as well as the students in English and history, work for the love of the subject matter?"

I propounded these questions to the members of my class in business correspondence, and asked them to write their opinions.

The immediate reaction to the questions asked was, "Aw, they're jealous because they don't have any!"

The reasoning displayed in the written answers is very interesting, as for example:

... Awards given for work accomplished are praise of that work. When a student's work is praised, he wants to do more and better things.

... Awards given for work accomplished are achievement. When you were a child, if your parents told you to be good, you would do one of two things. Either you behaved yourself because you feared punishment, or maybe because you wanted to; or you deliberately misbehaved. If your parents had told you that you would be rewarded if you were good, don't you think that you would have taken great pains to be a good child? This seems like a long way of saying it, but it all leads to this: We must achieve certain standards, and the rewards make the task more pleasant. Receiving awards appeals to us, because we all like to be patted on the back for what we do.

As to the assembly, that is part of the award. Another thing, too; the honor of achievement splashes over the audience and makes the students want to achieve.

Many of us do not like to do many of the tasks

we must perform in order to receive the awards. When you were little, you did not exactly like to behave, but the reward put the "want-to" in you. The reward puts the "want-to" in the students today.

... Awards give the students something to work for and keep. They give the students something to show to their prospective employers.

... When I apply for work, the employer may question my knowledge of commercial subjects. I can produce my certificates and show him what progress I made in each commercial project I undertook.

... There is value in the giving of awards in commercial work because there is always something needed to keep the "steam up" in a person doing some kind of work. Many times the pay is in money. In this assembly, the pay for doing your best and improving yourself is recognition. Many students want other people to know what they are doing without bragging about it. The awards assembly lets the whole school know what you have done.

... I believe that commercial awards are valuable because they give the receiver a certain pride of achievement. If there were no such things as awards, the student might be content to sit back and do only the things required in the course. An award honestly earned will encourage the student to improve his work and try for the higher award.

Could there be any connection between the lack of ambition about which some teachers complain, and the lack of rewards for effort? Are the goals of achievement in many cases too vague?

Arnold Condon Joins University of Iowa Faculty



ARNOLD CONDON has joined the faculty of the College of Commerce, State University of Iowa, as an instructor in secretarial studies. He formerly taught commercial subjects in the Highland Park (Illinois) High School and in the night school of Lake College of Commerce, Waukegan, Ill.

Mr. Condon is a graduate of Wisconsin State Teachers College, Whitewater, and has done graduate work at Columbia. He

studied court reporting at Gregg College.

Earl P. Strong, whose appointment to succeed Dr. E. G. Blackstone at Iowa we announced last month, tells us that Mr. Condon will teach a course in court reporting next semester. This subject has received too little attention from universities in the past. The necessary professional training of a court reporter is on such a high level that universities now offering courses in shorthand should take steps to organize courses in court reporting. The developments at Iowa State University will be watched with great interest.

Anniversary Greetings

GREETINGS to the JOURNAL OF BUSINESS EDUCATION on its tenth anniversary. May it continue for many more years to serve business education on the high professional level on which its editorial staff and business management have been conducting its affairs.



Enrichment of the Commercial Curriculum

RUFUS C. BALAAM

IN most of the high schools of thirty years ago, no curriculum was provided but the College Preparatory, in spite of the fact that only about 5 per cent of all high school students then entered college. This condition was due, first, to the fact that business had not as yet made any great demands on the schools; second to the fact that educators were as yet thinking only in terms of cultural backgrounds.

In recent years, however, business has become a highly organized structure and is asking much of our public schools. In turn, publishers are being called upon to produce better texts, a precarious undertaking which is often slow in materializing.

I well remember that I taught advertising for four years from my own syllabus; there was no suitable text. I got along very well, simply because I had been "out there" for fourteen years, matching wits with other men of business. A teacher without such experience would have been checkmated without a textbook that he could use as a guide.

Those "streamliners" who are advocating "no textbooks" will certainly have to produce a different brand of teacher who can carry out the idea, and I fear that while they are doing that the idea itself will die a natural death.

It is one thing to hatch a theory and make speeches about it; still another to practice it. In fact the businessman often holds the scholastic mind in ridicule because of the impracticability of many of its conceptions and frequently dubs the university a "theory hatchery." So bad has the twisting and misuse of such terms as "streamlining" and

"integration" become of late that even scholasticism itself has begun to campaign against them.

As business became complex it demanded more of the schools, and merited criticism brought about needed reforms. Popular opinion, if it is strong enough, always wins the battle, so schools created commercial departments, very limited in their offerings but nevertheless dignified with the title.

Then followed an era in which the business departments of the public schools produced bookkeepers and stenographers who were too frequently characterized as inferior by business men. They lacked fundamental technique, due to inadequate training; the reasons for the inadequate training were overpopulated classes, lack of individual attention, and impractical teachers.

Nevertheless, both sexes continued to take these courses and to fill corresponding positions until the World War gave the field over to the female. Since then, she has pretty well controlled the situation. This may prove a blessing in disguise, for it may serve to drive men out into more ambitious fields.

Be that as it may, today we hear the com-

♦ *About Rufus Balaam:* Has sold books, pianos, service, insurance, and more than half a million acres of land. Has been president and sales manager of a land investment company. Understandably, he now teaches salesmanship in George Washington High School, San Francisco. Did educational and membership work in the YMCA for many years, including a period at Camp Bowie during the World War. Now planning new courses in buying, distribution, transportation, production, etc., for his school work is his first love.

plaint from teachers of business subjects that boys are not registering to any extent in the commercial department; that those who do register are "second raters." As a matter of fact, the public school commercial department has become largely feminine in gender; I believe the reason is that the courses generally offered prepare for occupations almost invariably occupied by women.

Our salvation depends on two things:

First, we must get a broader and more comprehensive conception of what the commercial section of a senior high school should be. Using a homely illustration, a tree cannot grow properly and produce good fruit unless its roots are healthy. It does no good to prune and spray the branches. Now our traditional business department is guilty of cultivating the branches.

Typing, shorthand, bookkeeping, machines—all essential branches of the business tree—are emphasized; but little is said about those business activities such as production, manufacturing, distribution, and transportation, the roots which make the branches possible.

Salesmanship and advertising, even, are comparatively recent additions to our curriculum, and the emphasis in salesmanship is placed on retailing, which, as it is now taught, does not appeal to boys.

Whenever the commercial departments of our public schools include in their curricula those subjects which deal with the real, red, pulsing lifeblood of business, then, and not till then, will the male population of our senior high schools become boosters for them.

Business sections will then demand and get the respect of not only male minds but also better minds. They will cease to be our scholastic "dumping-grounds."

As things are now, boys are not prepared in school to go out after graduation and take their places in business. They must learn to serve in the school of hard knocks, unprotected because the school has failed to give them armor or weapons with which to fight; and businessmen are criticizing and will continue to criticize the schools for not preparing young men for real life.

The second step in the reconstruction of our commercial department concerns the teaching staff. I have already discussed the need for a broader practical training of commercial teachers. I should like to stress, finally, the thought that the business sections of our high schools will warrant and receive the respect of businessmen when the teachers are not only university graduates but also possess practical training, gained by actual participation in business activity.

The Employment Problem

Then another vital problem will be solved: that of the employment of these young people who are graduating from our schools. Better training of students will mean greater co-operation of our business organizations.

This means much to the novice who is beginning a life career, for school training, no matter how good it may be, cannot take the place of actual experience "on the job." This co-operation between school and business has already begun, and in a few cities it has reached large proportions. In San Francisco, for example, we have made a beginning and will no doubt push forward, but we must look ahead to the time when such co-operation will be the expected thing.

We have failed for entirely too long to play fair with our youth, especially the boys, many of whom are looking forward to conducting businesses of their own in the future. To offer them an adequate training, we shall be compelled to start with the "roots" of the business tree and to offer courses in mass production, distribution, business management, and economics, and more thorough courses in advertising and salesmanship, training that they will need in handling their own business. Such courses are absolutely necessary, in justice, to the 75 per cent who do not go on to college.

Dr. Robert Sproul, president of the University of California, on April 10th, 1937, while addressing the California Teachers Association, made the following statement:

Teachers must be something more than sources of stereotyped, specialized information. In some degree, perhaps greater than we suspect, the teachers we provide are the models in accord with which the lives of boys and girls are to be shaped.

So the integrated curriculum of which we hear so much today will only be an artificial form unless the teachers who participate in it are themselves integrated, unless they are sensitive to the relationships between study subjects and life, unless they are aware that *perfection in the handling of factual tools is not an end in itself*, but only a means to an end. We are not training fleas to perform tricks in the side shows of life, but men and women to play parts in the Big Tent, however insignificant their roles may be.

Regardless of how we visualize the heritage which education passes on from generation to generation, there can be no adequate conception of it in the minds of students unless their teachers first have seen the Holy Grail.

Along with our efforts to improve curricula and to perfect teaching methods, there must be an effort to broaden and deepen the men and women who will administer them. And in this I include our universities as well as our secondary and elementary schools.

Dr. Sproul has touched on a very large subject. Beginning with the universities, it is certain that much of our pedagogy, which is presumed to prepare men and women to teach (and, we hope, inspire) children, is impractical, and is taught by professors who were never classroom teachers. This process of training is as ridiculous as it would be for a man who had read a score of books on store management to tell a seasoned manager how to operate his business. It is to be feared that when universities employ professors, Ph.D. degrees count for more than actual knowledge based on experience.

But there are only a few university professors, whereas there are many high school teachers; and unfortunately the same principles are frequently employed in the hiring of those teachers. Even where "merit systems" are used, the standards set up are often purely scholastic and often entirely unfair. Experience is not sufficiently valued: university degrees are "top."

I am not trying to make a case against uni-

versity training; but I do think that we owe it to our children to provide for them only well-trained teachers, and we have a perfect right to ask our universities to co-operate in giving us such teachers.

It is too often remarked that teachers of business subjects cannot do what they are teaching. Sometimes, of course, the best teachers of secretarial subjects are not practical operators, but they should know the problems of the operator from experience; better still, they should become operators.

Furthermore, in any business subject it is always possible to get the aid of actual businessmen. Many fine, able executives are willing—even consider it a privilege—to come in and speak to business classes on definite assigned subjects. Tours into business houses are another source of help.

I have even asked prominent businessmen to form advisory committees to whom I could send my students for advice and consultation. Thus the man on the job, who knows, is brought into the picture.

In conclusion, I believe that if our high school business curricula shall be enlarged to contain those basic subjects which I have previously discussed; and if our teachers shall be chosen because of both scholastic education and practical experience; and if proper arrangement shall be made to make use of business men's experience, then we shall have an adequate program.

We can offer it to both boys and girls without apology, and the business department will be as dignified, and will demand as much respect, as the college preparatory section.

Incidentally, there will then be a real challenge to publishing houses to produce the textbook that will merit the indorsement of business itself and that will motivate the student to greater interest and effort.

Barnes-Zoubek

MISS ANNABELL BARNES, of Shelbyville, Indiana, and Charles Zoubek, editor of the *Gregg News Letter*, were married in Detroit on August 26. Mrs. Zoubek formerly taught shorthand in the Southport (Indiana) High School. She is a graduate of Indiana State Teachers College.

Philip S. Pepe, assistant editor of the BUSI-

NESS EDUCATION WORLD and art director of the *Gregg News Letter*, was best man for Mr. Zoubek, who had performed the same function for him last March. Mrs. Pepe was also present, as was A. A. Bowle, editor of the B.E.W.'s "On the Lookout" department.

Our best wishes and those of the commercial teaching profession go to the couple!



Snoopervisor, Whoopervisor Or Supervisor

No. 2—*The High School Supervisor's Training*

M. B. KENWOOD

EDITOR'S NOTE—This is the second of a series of eight significant articles based on Mr. Kenwood's master's thesis, "The Supervisor as an Individual."

The series will be as interesting to teachers as to supervisors. We sincerely hope that this graphic portrayal will be a strong influence in the cause of better supervision.

IN the last month's issue we noted that the professional preparation necessary for the high school supervisor was intensive and never ending. Continuing in that same vein, we find the following excerpt¹ on training for supervision to be both compact and helpful:

The Supervisor Must Know

The science and philosophy of education.

The principles, common problems, and accepted procedures of school supervision.

The principles of general method or pedagogy, with perhaps some familiarity with special methods in certain fields.

The psychology of learning, of childhood, of adolescence. General social psychology.

The accepted procedures of research: statistical, laboratory, group experimental.

The nature and use of simple statistical terms and procedures.

The theory underlying the various uses of standard tests and scales. The principles of test construction.

The present curriculum problem, methods of attack, types of courses being developed.

School and child hygiene.

Certain training, other than professional, which will not be listed here.

¹N.E.A. Department of Superintendence, "Training for Supervision," *Yearbook*, Vol. 8, page 211, 1930.

Methods and technique of child accounting—pupil personnel work and guidance, including school progress and age-grade charts.

Principles underlying leadership and co-operation, how to get on with people without friction; social intelligence.

The evidence and findings of scientific studies of method.

The Supervisor Must Be Able to:

Confer with various types of individuals in such ways as to accomplish his purposes.

Confer with various types of groups, organize and direct conferences and meetings in such a way as to accomplish purposes.

Do long-time planning of supervisory activities, remedial teaching, and improvement in service.

Demonstrate good teaching procedure in terms of general method.

Analyze objectively observed teaching procedure and organize intelligent critical discussions thereof.

Construct and use reliable objective standards for the evaluation of teaching, texts, or supplies.

Obtain the co-operation of individuals and groups in the foregoing and other activities.

Construct brief analytical bibliographies and reviews of the recent publications.

Write and circulate well-organized supervisory bulletins.

Plan and carry on research and direct others in research (curriculum reconstruction, experimental teaching, development of information, tests, etc.).

Carry on testing programs, either for the lay public or the teaching body.

Keep clear and adequate records of his own activities, a filing system.

Develop teacher morale and professional spirit.

Keep up with modern developments in education. This means that he must be familiar with the sources.

Improvement Begins with Himself

An admirable summary of supervisory training and personality is to be found in an address by Coffman:²

"Progress in supervision should be made through the careful and scientific study of the problems. Mere opinion must give way to facts secured through trustworthy investigations. Experiments conducted under controlled conditions must supersede progress made by blind chance. Co-operative work upon definite problems must displace advances made by individual workers. Sensitiveness to problems related to the teaching of the different subjects rather than interests in mechanical devices must characterize supervision.

"All of which means that we must have, and the future will see, a new type of supervisor. He must recognize that, first and above all, the improvement of instruction must begin with himself. A recognition of his personal responsibility will keep him alive intellectually.

"Himself the embodiment of modern specialized scholarship, it will be possible for him to advance the intellectual capacity of his faculty year after year. Appreciating that teachers cannot be left to sink or swim, he will seek to improve them, not by elimination, but by education. Enjoying the qualities of leadership, he will secure spontaneous co-operation of his teachers and not be a fearless lord in the midst of those who fear, sending out orders and commands from the central office.

"But where are we to find such men and women? In the present supervisory and teaching staffs? Where are they to receive this training? In the public schools themselves and in higher institutions? Schools

for testing forms of organization and methods of instruction should be provided in every large school system. And higher institutions should recognize the peculiar mission they have to perform in the training of supervisors.

"Everywhere vast sums are being appropriated for research in scientific fields. Colleges of medicine have their hospitals, dental schools their clinics, and colleges of agriculture their experimental stations.

"Everyone believes that most of the money expended in these institutions is wisely expended. We have great respect for the botanist who tries to secure reliable data concerning the radiation of leaves, or for the zoologist who tries to find whether any relation exists between the length of the intestines of a fish and the depth of water at which it lives; and yet neither of these offers an opportunity for social service that will compare with that of discovering the most economical method of learning to read, the elements which should constitute our common culture, or the education that superlatively gifted children should receive.

"If the supervisors are to merit and to dignify the offices they hold, then there must be experimental stations and agencies established in which they may make investigations and conduct experiments.

"This movement has already begun. Research departments are being established in city and state departments of public education; normal schools and universities are taking the initial steps to provide a more elaborate training for supervisors.

"Modern science must focus its attention upon the supervisory problems. It must be given the opportunity to penetrate emotional prejudices and to strike at the shackles of tradition. It, and it alone, can develop a

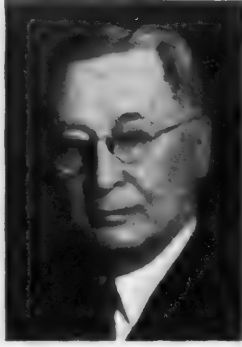
(Continued on page 220)

²Coffman, L. D., "The Control of Educational Progress Through School Supervision," *Proceedings of the N.E.A.*, Vol. 55, 1917, pp. 187-94.

♦ *About Merle Kenwood: Instructor, Central High School, Paterson, New Jersey. Degrees from New York University and Teachers College, Columbia. Organized and administered Central High School placement bureau; organizer and adviser of Commercial Club. Member of C.H.S. Guidance Committee. Member of several professional organizations. Taught in the College of Paterson for two years. Hobbies: Books, boats, and research.*



NATHANIEL ALTHOLZ
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Chicago, Ill.



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Philadelphia, Pa.



JAMES L. HOLTSCLAW
Detroit, Mich.



JOHN C.
Los Angeles



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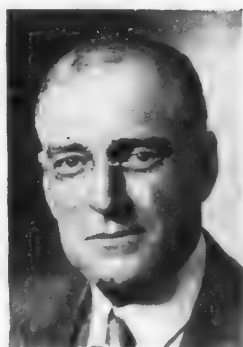
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Alb., Calif.



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Baltimore, Md.



LOUIS J. FISH
Boston, Mass.



DR. ELMER G. MILLER
Pittsburgh, Pa.



BERNARD A. SHILT
Buffalo, N. Y.

IRECTORS OF EDUCATION



MARGUERITE D. FOWLER
Louisville, Ky.



V. R. ALBERSTETT
Toledo, O.



JOHN EDMOND
Oakland, Calif.



EDW. PIPER
Albany, N. Y.



DR. FOSTER LOSO
Elizabeth, N. J.



WILLIAM E. HAINES
Wilmington, Del.



BERNICE ENGELS
Gary, Ind.



THOMAS E. BRADLEY
Wilkes-Barre, Pa.



CHARLES HAINFELD
Union City, N. J.



FLOYD D. BOLTON
East Chicago, Ind.



AMANDA H. SCHUETTE
Green Bay, Wis.



HERBERT T. HENDERSON
Easton, Pa.



ROBERT FARNSWORTH
Ithaca, N. Y.

critical type of mind, which, after all, is the best guarantee of progress.

"Instead of prejudice, contention, selfishness, and opinion, science must determine our biases and attack our sources of error. Studies and investigations extending over broad areas and over long periods of time must be conducted. What we need is an impersonal, unfrightened approach to these important problems.

"The only way to escape from the unguided, drifting manner in which we have been attempting to make progress in the past is through the application of science to the concrete problems of supervision. Teachers and supervisors sent out from our higher institutions should be nominated with a spirit of humility, but in possession of those instruments which characterize the faithful workers in other fields.

"My plea, therefore, is that achievements hereafter be made in the supervisory field by those who are conscious of, sensitive to, and inspired by the real problems in their field; by those who are willing to devote themselves to the study of those things which relate to the improvement of instruction. Instead of being the victims of blind phantasy and aimless drifting, instead of being mere mechanicians, let us have more and better-trained workers upon the scientific level."

An opinion on the same topic from an-

other point of view is found in an article by Hosic:³

"Of course the leader is prepared. He recognized the unique opportunities of the supervisor and made himself master of so much of tested and tried experience in that calling as has been so far collected and made available.

"He knew before he took office that supervision is not identical with administration; that it requires a sound knowledge of educational method and a thorough acquaintance with the best of present school practice; that a leader in education must keep in touch with current literature and investigation; that he must be able to make intelligent use of modern statistical and experimental materials, as well as the more philosophical and abstract disquisitions of the neo-scholastics; that circumstances and individuals are always different and, therefore, he must be always ready to discover and welcome something new; that a course of study should be more than an outline of topics and a teachers' meeting more than a guard-mount for general orders or a desultory talk-fest; that specific directions are better than vague theories, and good example better than either; and that if you really want to know what is going on in the classrooms of your school, you have to go and see, go often, look and listen, and stay through."

Remember the Old-Fashioned Spelldown?

REMEMBER how we youngsters used to sit up and study when the teacher announced that "instead of the regular spelling class tomorrow there will be a 'Spelldown'—how diligently we worked at learning words—hours longer than we would on a regular assignment—and wished we had even more time?

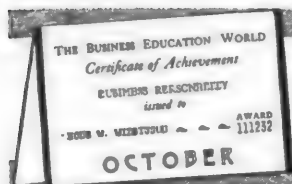
The *Gregg Writer* does things like that to students in the shorthand class. The announcement of a competition in the magazine will be greeted with enthusiasm and worked over with almost inconceivable concentration and assiduity by the entire class. Ask the teacher who uses it:

I couldn't get along without the *Gregg Writer* in my classes. I wouldn't know how to begin to get the same interest and results from the students. They ask for it long before it is due to

arrive each month. We shorthand teachers who have discovered this eternal fountain of inspiration and helpful ideas can feel prouder than Ponce de Leon—we certainly made a more valuable discovery!—M. B.

And to learn how to obtain the beautiful and useful volume, "Dictation At In-Between Speeds," absolutely free, just say, "I am not using the *Gregg Writer* in my classes but perhaps I shall want to. Tell me about it." We'll send you the information about the magazine—and tell you how to obtain the beautiful gift book free. Is it a bargain? Write to the *Gregg Writer*, 270 Madison Avenue, New York, N. Y.

³ Hosic, J. F., "The Democratization of Supervision," *School and Society*, Vol. XI, page 331.



B.E.W. Awards Department News

THE industry of young people working on a project of absorbing interest to them has been a constant source of amazement to us. As we write this page, we can see in the large room at our left three desks heaped high with the student solutions to our October projects. The postman has been delivering large packages of solutions from schools in all parts of the country.

Every one of our five projects—*business fundamentals, bookkeeping, business letter writing, office practice, and business personality*—is well represented. Some schools send solutions for all five of the projects.

We have just completed our reading of the November projects, and we should like to try our hand at solving them ourselves!

If you have not yet tried the B.E.W. projects in your classes, you are missing one of the best opportunities that we know of to bring to your students a practical plan for trying out their knowledge and skill on problems that are not only taken from life but are on students' own level of understanding and interest.

The business personality projects are receiving a warm welcome. The first one, on tact, brought out such a quantity of acceptable answers that we warmed with pride for business students in general. Basing our decision on the papers received, we have concluded that business students are *sensible*—and what higher praise could we bestow upon the young? From persons under twenty, it is customary to expect almost anything but that. Some of the students' answers to the first project are scheduled for publication in the B.E.W. for December.

The results of the business personality project contest for teachers (which closed October 15) will be published in the December B.E.W. Several of the projects submitted by teachers in this contest met our qualifications for the series completely and will be published later.

If you wish further information regarding the B.E.W. projects and the accompanying awards service, ask for a copy of B.E.W. Service Booklet No. 12, "Effective Teaching Through the B.E.W. Monthly Projects." The booklet is free. Address your request to the Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

FROM "WAY DOWN EAST"

• • We are ordering 25 sets each of all the projects. In that way, we shall be able to take care of all our students for this term.

I had used the business letter writing projects last year and ordered them because I realized how wonderfully valuable they are. As I requested, you sent me sample copies of each of the other projects. I think they are just as fine, so we are going to use all of them.

We are very eager to participate in the October projects and shall appreciate it if you will send us the copies we need as soon as you can.—*Miriam A. Darrow, Principal, Cape Cod Secretarial School, Hyannis, Massachusetts.*

WORD FROM THE MIDDLE WEST

• • Enclosed is a check to pay for twenty business letter projects.

I expect to have a great deal of interest in the work this year. It meant a great deal to us that our student, Shirley Bristol, received a \$2 prize award in the contest last year. Of course Shirley is no longer with us, but her sister is now a member of the letter writing class, and that fact seems to make the class take added interest in this work.

I should appreciate a copy of your personality project. I do not know just when and how we shall be able to use it, but it certainly is interesting; you may be sure it will find a place in the course for our advanced secretarial people.

We like the keyed comments that are used for the project work; I feel that the comments are very valuable. They indicate a great deal of thought, and it seems almost impossible to believe that you are able to give each of the many papers you receive so much thought and careful criticism.

I do not know what material we have in the class this year, but you may be sure we shall make an effort to send entries in each project.—*Margaret Sumnicht, Owosso Business Institute, Owosso, Michigan.*

GREGG SPEED BUILDING X-RAY CHARTS

Prepared by Clyde Blanchard

Chart No. 6—Building Speed by Blending

EVERY Gregg writer enjoys writing the blends. In addition to their beauty, they possess an innate fluency which itself speeds up the hand. The term "blend," as generally used, applies to the following combinations: *ten-dem, tem-dem, ent-end, emt-emd, gent-gend, pent-pend, def-dev-tive, ses.*

These combinations consist of more than one letter of the alphabet, but they are, nevertheless, written as one character. Have you ever analyzed the other joinings in Gregg Shorthand according to their high-speed possibilities? If so, you have found that several of them can also be termed blends and written as one character just as fluently as the true blends themselves.

These other blends might be known as *speed blends* to distinguish them from the true blends and incidentally to emphasize through the name their major contribution to the development of speed. They are such combinations as *kr, gl, pr, bl, br, fr, so, bf, fv, vb.*

When these combinations are thought of as speed blends and written as if they were one stroke, they take on a new importance in speed building. In some of them, particularly the *kr, gl,* and *vb,* the blended form is shorter than the combined length of the two characters when written separately. These blends, therefore, give us not only increased fluency; in some cases, they are definitely shorter.

A Two-Minute Speed-Blend Drill On Horizontal Curve Joinings

I have found that the following type of material serves the purpose admirably for a two-minute daily drill on the speed blends. This drill at the same time serves as a part of the warm-up prior to the main dictation. The combinations selected are the horizontal curves *kr, gl, rk, lg, rg, lk,* and *og.* The

words containing these combinations are taken from the 5,000 most-used forms.

If I am *correctly* informed, the *records* of these men are *recognized* as putting one of the *blackest marks* and *darkest stains* on the history of this country.

Over a year ago, we were unable to *reconcile* their *course* of action. It was not in *accordance* with the *regular* procedure of this type of case either *directly* or *indirectly.* Over and over again, we thought we were making progress in *procuring* regular work and *organizing* courses of study under a *practical* instructor but we are becoming *discouraged* instead of *encouraged,* and some of us *lack* the *patience* and *critical* judgment *required* to *select* suitable *careers* for these men and to *work* out *concrete,* as well as *attractive,* suggestions for *correct* training for the *careers* they have *selected.*

We, of course, will go on *struggling* to *secure* *accurate* and *dependable* advice even though it means a *sacrifice* on our part. We have had considerable *correspondence* with the *credit* bureaus of the country and have met all their *requirements* and *incorporated* those *requirements* in our *courses.*

We hope that this *discourse* will help you *quicker* than any other device to solve the *secret* of maintaining *accurate* proportion at high speed. (200)

Try this drill in your own advanced shorthand class and let me know the result. I earnestly solicit your frankest criticism.

Also, why not have an informal contest in writing suitable material for these *speed blends?* Try your hand at composing, say, 200 words of connected material that will give a great deal of practice in writing the *pr-pl* or the *br-bl* blends or any other group of combinations you may wish to select. Send your contribution to the B.E.W. marked for my attention.



Give Them a Thrill!

JAMES
R.
POWER

AS you know, the task of testing the vocational competency of high school business pupils was undertaken by a Joint Committee of the Eastern Commercial Teachers Association and the National Office Management Association in 1935, the results of the June, 1936, tests being available in the Tenth Yearbook of the E.C.T.A.¹

This investigation was motivated by the assumption that "there is need for establishing definite standards of vocational ability for initial employment," and that "the standards must be based on actual job performance on the beginner level."²

A dictation period of 45 minutes, at an average "speed" of 70 words a minute, was followed by a 5-minute recess, during which words or sentences were redictated upon request. The dictation consisted of 20 items (18 letters and 2 pieces of solid matter), for the transcription of which a period of 2 hours was allotted. Yet, under these favorable conditions, 50 per cent of 105 "selected" students from 11 high schools of 9 cities required this 2-hour period for the transcription of the first 11 items—an average typing speed of only 14 words a minute. Anyone acquainted with the keyboard can type 25 words a minute with one finger, so it is obvious that something was radically wrong.

Without inspecting the papers, one must depend largely upon guesswork, but it seems a pretty safe guess that these selected students were not able to transcribe more than they did because they could not read their notes. Why?

¹ "Measuring for Vocational Ability in the Field of Business Education," *Tenth Yearbook*, E.C.T.A., 1937.

² *Ibid.*, p. xviii.

As half of them broke down completely after the eleventh item, let us look at the material itself. Item 11 is solid matter about a public library, which term appears six times in the 270 words of the article. Did the writers save time and energy by using "pl" intersected, when "public library" came up five times after its first occurrence? Probably not.

Items 13, 14, and 15 are letters, containing thirty or more combinations of two to six words which are clearly phraseable or subject to the use of expedients.

Item 16 is straight matter, containing mention of the Federal Housing Administration three times. Did the students attempt to labor through this lengthy designation in full, three times? Probably.

Items 17 to 20 are letters containing twenty or so opportunities for the use of good phrases or expedients. Did the writers avail themselves of all these opportunities for "resting by the wayside" when they tried to take these letters? The inevitable conclusion is that they did not, or they would have been able to transcribe.

The suspicion attaches that these selected students failed in this simple test because they were unable to utilize the phrasing and abbreviating possibilities of the system, thereby relieving the strain of continued writing for 45 minutes, even at the snail's pace of an average 70 words per minute.

An editorial recently appeared in the *BUSINESS EDUCATION WORLD*, relative to

♦ *About James Power:* Deputy Marshal, Municipal Court, City of Los Angeles. B.S. in Education, *magna cum laude*, University of Southern California. Holds Gregg Shorthand Teacher's certificate; 175-word gold shorthand medal; typewriting certificate for 92 w.p.m. under International Rules. Has published before in your favorite professional magazine. Was first president of the Gregg Shorthand Association of Los Angeles. Worked in Washington during the World War. Has done court reporting.

commercial teaching procedures, entitled "Finish the Job."³ Could not this well be taken as a slogan by teachers as applied to the graduating shorthand student?

There are literally hundreds of time-saving hints in reporting literature which might be used profitably by any office stenographer. Why should not the graduating student be familiar, for example, with the rudiments of the intersecting principle and the various means used by reporters for indicating common words and expressions?

The student who is just arriving at the ability to do satisfactory work of a practical nature will glow with appreciation of a good short cut or time-saving expedient. There is inspiration in a blackboard covered with quick and easy ways of cutting corners—what *is* shorthand, anyway, but economy of line and effort?

It seems to be generally considered that the pupil in school should not be permitted

to experience the joy of passing from the learning stage into the achievement stage—that this should be reserved for later, when he goes to work. Why not let him join the fringe of the speed fraternity while he is learning? Just for example, leave out the "k" in "take" and you have a dozen facile phrases immediately at command. Leave out the "x" in "explain" and kindred words, and you have a swifter representation. There is no shadow of voodoo in these little tricks; they are perfectly respectable and appeared with many others in the *Gregg Writer* years and years ago—but how many teachers use them today to quicken the tempo of their graduating classes? You can count them on your fingers!

Give the boys and girls a thrill! Give them a blackboard filled with expedients, short cuts, and abbreviated common phrases. Our pupils are what we make them. If we rise to the occasion, so will they.

Report of Tri-State Fall Meeting

THE regular fall meeting of the Tri-State Commercial Education Association was held at the Hotel William Penn, in Pittsburgh, on October 7 and 8, with an attendance of nearly a thousand.

The speakers and topics in the sectional meetings were as follows:

Harry L. Ankeney, John Hay High School, Cleveland—"Business Law as a Social Subject."

Zoe A. Thralls, University of Pittsburgh—"Teaching Economic Geography."

Dr. Kenneth B. Haas, Special Agent, Research in Commercial Education, United States Office of Education, Washington, D. C.—"Consumer Education."

A. E. Drumheller, State Teachers College, Indiana, Pennsylvania—"Clerical-Business Practice."

Josephine Boyle, Peabody High School, Pittsburgh—"Training for the Distributive Occupations on a Co-operative Basis."

Willia M. Brownfield, Head of Commercial Department, Glenville High School, Cleveland—"Business Training and Arithmetic."

Dr. Fayette H. Elwell, C. P. A., Director of School of Commerce and Professor of Accounting, University of Wisconsin—"Bookkeeping."

In the Private Business Schools section,

³"Finish the Job," *The Business Education World*, September, 1938, p. iii.

Mrs. T. B. Cain, of the West Virginia Business College, Clarksburg, and Russell Plymate, of the Elliott School of Business, Wheeling, West Virginia, discussed "How to Teach Shorthand to Beginners."

Genevieve Wyncoop, of the Douglas Business College, McKeesport, Pennsylvania, Dorothea Haller, of the Pittsburgh Academy; and Mrs. Mayme Woodside, of Duffs-Iron City College, Pittsburgh, talked on office machines in a business course.

Margaret Martin and Jeanette Hughes, of the Schenley High School, Pittsburgh, assisted by commercial students from that school, gave an interesting demonstration of "Techniques for the Teaching of Transcription."

The officers of the Association are:

President: Kennard E. Goodman, John Hay High School, Cleveland.

First Vice-President: Robert L. Fawcett, Peabody High School, Pittsburgh.

Second Vice-President: George C. Stover, Sharon High School, Sharon, Pennsylvania.

Secretary: Laila Kilchenstein, Grove City College, Grove City, Pennsylvania.

Treasurer: Russell P. Bobbitt, Fifth Avenue High School, Pittsburgh.



Types of Tests Used In Commercial Contests

LOVINA E. NEWLUN

IN order to learn what types of tests prevail in commercial subjects throughout the United States, a survey was made on behalf of the Trumbull County (Ohio) Commercial Teachers Association. Sixty-two contest managers¹ in thirty-three states received a letter requesting sample copies of tests used in state contests and in mass or every-pupil tests. If sample copies were not available, the managers were asked to send a description of the tests they were using. If they were considering any change in types of tests, they were requested to tell the nature of the change.

Forty-three managers in twenty-seven states replied. Sample copies of tests were sent from fourteen states, and from thirteen other states descriptions of tests or information as to the source of sample copies was received. No answer was received from six states. Because several states received materials from the same sources, with which we were already familiar, it was thought unnecessary to send for all of them.

The summarized findings of this survey are given in the following paragraphs. The percentages are figured on the number of states (33) holding contests.

Subjects in which tests are given. Typewriting tests are given in 100 per cent of the states holding a contest, shorthand in 88 per cent, bookkeeping in 67 per cent, business arithmetic and commercial law each in 18 per cent, spelling and economics each

in 62/3 per cent, dictating-machine transcription, general business, machine calculation, industrial geography, and penmanship each in 31/3 per cent.

Every-pupil or mass tests are given in at least 13 per cent of the states. Because our contact was with contest managers, not necessarily managers of every-pupil tests, we may not have a complete report on every-pupil tests.

Typewriting Tests

Straight-Copy Speed Test. Practically all the states giving a typewriting test use the straight-copy speed test (10 or 15 minutes) as part or all of the test. Most of these tests are graded by International Rules.

Accuracy Test. The following types of accuracy tests are in use:

1. The pupil is allowed 10 minutes in which to type as many perfect copies of a short article or letter as he can. Only perfect copies are counted and erasing is not permitted.
2. The number of errors is limited to 1 per cent of the total words written, and a minimum speed is set for each year or class participating.
3. A straight-copy speed-and-accuracy test sets the maximum number of errors at 1.5 per cent to qualify for the accuracy award.
4. All papers in the speed test with more than 10 per cent of errors are disqualified.

◆ *About Lovina Newlun:* Head of commercial department, McDonald (Ohio) High School. Baccalaureate degrees from Ohio State University and Columbus (Ohio) Office Training School; M.A., Ohio State University. Has held office in two professional organizations and is a member of many. Business experience in grocery store, wholesale millinery, and school office. Hobby: managing a farm.

¹ Lists of contest managers were published in *Typewriting News*, Spring, 1937, and Spring, 1938, and in the *Balance Sheet*, April, 1938, Volume XIX, No. 8, pp. 336-338. Cincinnati, Ohio: South-Western Publishing Company.

5. A team award is based on a composite accuracy plan.

6. Both a speed grade and an accuracy grade are figured on the same straight-copy test. The accuracy grade is calculated by multiplying the number of errors by a penalty and deducting the total penalty from 100. The speed grade is calculated by making a scale of distribution of strokes and distributing this along a percentile scale.

Office-Problem Test. Practical problems like the following are used:

- Correcting rough draft
- Tabulating
- Centering
- Manuscript typing
- Using carbons
- Filling in blanks
- Syllabifying
- Correctly arranging the parts of a business letter
- Measuring the number of mailable copies produced in a given time

Keyboard-Mastery Test. The keyboard-mastery test requires the pupil to type for a given length of time on straight copy that includes every character on the keyboard. This kind of test is used in two states and is also given in the Every-Pupil Scholarship Test by the Bureau of Educational Measurements, Kansas State Teachers College, Emporia.

Practice Material Test. The pupil is required to bring his own copy, any test published by a typewriter company in which the strokes are counted at the end of each line. The pupil may practice the test as much as he wishes. This type of test is described by L. A. Orr, manager of the Illinois State Personality Contest, and is a part of that state contest.

Erasing. In some tests erasing is not permitted, and tests are disqualified if any word has been erased. In other cases, erased and corrected errors are penalized like uncorrected errors. When production of mailable copies is the objective of the test, neat erasures are not penalized.

Suggestions for Improvement. Many contest managers who are now using straight-copy speed tests feel that they are inadequate and suggest that some more practical test be evolved. Some of them stated that typing tests should measure more of the problems

used in actual office work (such as correcting rough draft, setting up statistical matter, arranging letters and producing mailable copies), and cite other tests like those produced by the Eastern Commercial Teachers Association and the Typewriter Educational Research Bureau. One manager feels that these elements are desirable but believes that the task of grading them objectively in a contest would be difficult.

Shorthand Tests

The Dictation-Transcription Test. Since shorthand is to be used in taking dictation and transcribing the notes, this test is more common than any other. The elements that vary in the dictation tests are:

1. *Rate of dictation.* A single constant rate of 60, 70, or 75 words a minute is used by some in first-year shorthand, and constant rates ranging from 80 words a minute to 125 words a minute are used in second-year shorthand.

When contestants have a choice of rates, the first-year pupils are offered rates of 60, 70, or 80 words a minute in some states, and 70, 80 or 90 words a minute in other states; while second-year contestants are offered 80, 90, or 100 words a minute by some and 100, 110, or 120 words a minute by others.

The "progressive type" of dictation, beginning at a slow rate and accelerating gradually during the entire length of the dictation period, is also in use. The progressive rate is begun as low as 50 words a minute and increased to 70 words a minute for mass or every-pupil tests for first-year pupils and is usually five words a minute faster in state or final tests. In the second-year groups, the acceleration in the progressive type is from 80 words a minute to 100 words a minute in every-pupil, mass, and district tests and is also five words a minute faster in state or final events.

2. *Time.* The time of the dictation varies from 3 to 6 minutes. The 5-minute period is used more than any other. The time allowed for transcription varies from a period that would permit a transcription rate as slow as 10 words a minute to a period that requires a rate as high as 28.5 words a minute.

3. *Method of scoring.* Percentage of accuracy of the transcript is the determining factor in the rating of the dictation test. Errors for which deductions are made are: words changed from, added to, or omitted from the original; end punctuation; misspelled words; typographical errors; incorrect division of words and faulty arrangement or centering. Sometimes, all errors are weighted equally, while in other instances, a greater weight is placed on some kinds of errors, such as essential words omitted or incorrectly transcribed, misspelled words, grammatical errors, or failure to recognize a sentence. Usually no errors are charged for neat erasures. The rate of transcription is measured in some states and is given a weight equal to one-fourth the weight of the accuracy in figuring a total score for the dictation-transcription speed test. Some states disqualify papers that contain more than 5 per cent of errors; others more than 10 per cent. Higher speeds are given a higher possible score by some.

The Theory Test. Types of theory tests in use are:

1. The complete-theory test, in which 50 or 100 words are given in longhand for which the shorthand is to be written and the same number of words in shorthand for which the longhand is to be written.

2. A vocabulary test of 100 words selected from the 5,000 most-used forms; the longhand is printed and the correct shorthand is to be written after it.

3. Straight-matter dictation, in which certain words and phrases are underscored in the key, and the shorthand for these words only is to be graded. In all these tests the score is figured on percentage of accuracy. In some of the states the Shorthand I test covers the theory of the first seven chapters only of the Manual; in others, it covers the entire Manual.

The Reading Test. In a reading test, the pupil is required to read shorthand notes already written and prove his ability to read by filling in a missing word at the end of the line or by selecting a shorthand word from a multiple number of shorthand forms or a longhand word from a multiple number at the end of the line. Another type of read-

ing test requires the pupil to transcribe the last word in the line of printed shorthand notes.

The Transcription Speed Test. In a transcription speed test, the dictation rate is comparatively slow, and the score is based on the rate of transcription. If the pupil finishes in the time allowed, he returns to the beginning, as in a typing speed test. Speed of transcription is the only element measured.

Secretarial Information. A test for general knowledge of secretarial information is sometimes given as part of Shorthand II tests. The questions are of the objective type.

Practice Material Test. In the Illinois Personality Contest, the practice test in shorthand is given to first-year pupils at 80 words a minute and to second-year pupils at 120 words a minute. The practice material for Shorthand I is selected from the first seven chapters of the Manual.

Suggestions for Improvement. Not many of the suggestions for improvement apply directly to shorthand. One or two states expect to add shorthand to the list of subjects tested, and one, which now gives only Shorthand II, expects to add Shorthand I.

Bookkeeping Tests

Organization of Business. First-year bookkeeping tests are limited, for the most part, to sole-proprietorship accounts, family budgets, and personal record keeping. Second-year bookkeeping includes sole-proprietorship, partnership, and corporation accounting, and, in some cases, cost accounting.

The Bookkeeping Cycle. Practically all the tests cover such topics as journalizing, trial balance, posting to the ledger, adjusting and closing entries, periodic statements, working sheets, and classification of accounts.

Forms of Questions. Questions are set up in the following forms:

- True-false
- Multiple-choice
- Matching
- Fill-in-blanks or completion
- Achievement type with figures
- Business forms
- Analyzing an account by answering questions relative to it.

Column heading identification
Combinations, such as multiple-true-false
Old-type questions requiring judgment and subjective answers in statement form.

Subjects Covered by All Forms of Questions. Principal subjects were as follows:

- Acceptances
- Accounts payable and accounts receivable
- Accruals
- Allowances
- Banking
- Borrowing money from a bank
- Budgets
- Books of original entry
- Business forms
- Collateral note
- Contingent liability
- Controlling accounts
- Correcting errors
- Credit rating
- Deferred items
- Depreciation
- Discounts
- Drafts
- Notes payable and notes receivable
- Taxes
- Reserves
- Turnover

Suggestions for Improvement. Suggested changes are in the nature of additions to the

present kinds of tests, rather than substitutes for any of these now in use. Several states expect to add bookkeeping to the list of subjects in which tests are given. One manager expects to discontinue second-year bookkeeping and put spelling in its place, because so few schools teach second-year bookkeeping and spelling is in need of improvement. The suggestion was also made that the bookkeeping test should include a section of interpretative and evaluation questions which would require the pupil to use his knowledge and understanding of bookkeeping terms and facts in their relation to actual business.

Tests in Other Business Subjects

Tests in business arithmetic, commercial law, economics, general business, and industrial geography are of the objective type, with true-false, matching, completion, multiple-choice, and problem-solving forms of questions. Penmanship tests require writing from printed copy with a steel pen.

No descriptions were sent for machine-transcription and machine-calculation tests.

Fifty-one Years in Commercial Education

JUST a year before the first publication of Gregg Shorthand, one of New York State's pioneer business educators, Sherman C. Estey, first entered the career in which he is still active. The golden anniversary of Mr. Estey, who began to teach business subjects in 1887, antedates Dr. John Robert Gregg's by just a year.

Mr. Estey owned and operated the Elmira (New York) School of Commerce from 1887 until 1900. He opened the Merchants and Bankers' Business and Secretarial School, New York City, in 1901, with one student. The present annual enrollment is about twelve hundred.

In the early years of the school, most of the students were young men who studied bookkeeping and used it as a stepping stone to executive positions. Young women studying stenography now outnumber men students somewhat.

The school occupies fourteen rooms on two floors of the impressive Daily News Building and employs thirty teachers.

Sherman C. Estey and his nephew, Law-

rence C. Estey, who joined the school in 1915, are co-directors. Florence Pettinger is supervisor of placement.

B.E.W. Adoptions

EACH year sees a new group of teacher-training departments added to those that are using the B. E. W. for study and discussion.

One of the latest additions is the University of Puerto Rico. Professor Alfredo Muniz, head of the secretarial department, writes as follows:

I have a class of practice teachers in commercial education and one in methods in commercial education. This year I wish every student in these two classes to subscribe to the *BUSINESS EDUCATION WORLD*. Will you please send forty copies of the September issue immediately?

Among other fine orders received from teacher-training institutions are:

Syracuse University; George Tilford, in charge of commercial teacher training.

State Teachers College, Bloomsburg, Pa.; W. C. Forney, head of department of commerce.

Ball State Teachers College, Muncie, Indiana; Miss Frances Botsford, instructor of methods of teaching typewriting.

Yesterday and Today

ROBERT
E.
FINCH



A SUCCESSFUL commercial-club assembly program or chapel program is extremely difficult to give because so many factors are essential to its success. The program must be of educational value from the commercial standpoint; it must be entertaining; the action must be fast moving; it must cover a definite time limit; it must give as many members of the club as possible a chance to participate; and it must be within the experience of the student body.

The greatest danger in presenting a commercial-club assembly program seems to lie in carrying it to one extreme or the other. It is either a hilarious comedy, of little or no educational value, or a stilted educational preachment whose audience is a group of restless students waiting patiently (or impatiently) for the closing bell. The successful program strikes a happy medium of comedy and education. The teacher, like a doctor, must prescribe a sugar-coated pill that the students will enjoy taking.

The action of any assembly program must move fast. It must hold the attention of the students from beginning to end.

Many programs fail because they are not properly timed to meet the allotted time

limit. A program that runs twenty minutes overtime throws off the class schedule of the school for the balance of the morning or afternoon.

A program in which three or four students participate is much easier to present, from the adviser's standpoint, but it certainly is not a club assembly program when the enrollment of the club is many times that number.

The assembly program can serve as a training ground for the school's class plays. As many students as possible should, therefore, be given an opportunity to participate.

The sketch or play must be selected to fit the needs of your club or school. After it has been selected, it must be adjusted to fit the characters you have available in your club. The following sketch, which we produced in an assembly program, was a complete success, but unless you rewrite parts of it to fit your individual needs and circumstances, the results may be only mediocre.

You or the members of your club may be able to improve vastly upon it.

Yesterday and Today

CAST OF CHARACTERS

Scene I

DR. SMITH, *President of the Dr. Smith Cough Syrup Company.*

MISS JONES, *Dr. Smith's stenographer.*

KIRKIMER, *an old-time salesman or "drummer."*

JAKE, *the janitor.*

CRAMER, *the bookkeeper.*

MISS MARTIN, *the creditor.*

AN ADVERTISING MAN.

COOKE, *a chemist.*

ANNOUNCER.

Scene II

DR. SMITH, *twenty-three years later.*

CLEMS, *a modern salesman.*

MISS MAYS, *Dr. Smith's secretary.*

◆ *About Robert Finch:* Joined the commercial faculty of the Euclid (Ohio) High School this term; last year taught in the Central High School, Barberton, Ohio. Taught in the University of Cincinnati during the past summer session. Has done graduate work there and in Ohio State University, whence came his bachelor's degree. This is his second appearance in the B.E.W. Contributes articles to other professional publications, also. Among his interests: mimeographed school papers, visual education, commercial club activities.

MISS CASTLE, *stenographer.*
MISS MORAN, *head bookkeeper.*
SEVEN ADVERTISING AGENTS.
FOUR OFFICE GIRLS.

Scene III

DR. SMITH.
MISS MAYES.
SEVEN ADVERTISING AGENTS.

THE SCHOOL DANCE ORCHESTRA (*or some other musical group suitable for a radio program.*)

SCENE I. *Old-fashioned office.* DR. SMITH works quietly at his old-fashioned desk amid a pile of books, test tubes, and bottles of cough syrup, with an old-fashioned telephone nearby. He wears a long, dark smock and has none of the appearance of the modern businessman.

CRAMER, seated on a high stool, hunched over, is working patiently over very large ledgers. He wears glasses on the end of his nose and a high collar with a bow tie.

MISS JONES, dressed in a long black skirt and stiff white blouse with puff sleeves, is working over a pile of disorganized papers. On her desk is an old-fashioned typewriter.

A ball tree, loaded to capacity, lends general atmosphere to this old-fashioned office scene, full of disorder and confusion.

ANNOUNCER (*over the public-address system from offstage or from behind the curtain.*) The Commercial Club takes pleasure in presenting a sketch entitled YESTERDAY AND TODAY. Our first scene takes place here in the office of the Dr. Smith Cough Syrup Company. The United States has not yet entered the World War. Henry Ford has just started upon his long career. "A Bicycle Built for Two" is the popular song of the day. Modern office methods are unheard of. In fact very few girls work in offices at all. In the first scene, (*name*) plays the role of Dr. Smith; (*name*), the salesman or drummer; (*name*), the janitor; (*name*), Miss Martin, the creditor; (*name*), Cramer, the bookkeeper; (*name*) plays the role of Miss Jones; (*name*), the advertising man; and (*name*), Cooke, the chemist.

Presenting Dr. Smith, the president and founder of the Dr. Smith Cough Syrup Company.

DR. SMITH (*very carefully and slowly swats a fly on his desk with a large fly swatter, fumbles over telephone impatiently.*) Hello, hello! Hello!!! Madam (*in disgust*), I want to

talk to Harvey's Apothecary in Jonesville. Yes, yes, yes, I know it's ten miles—but it only took twenty minutes yesterday. (*Rings telephone violently.*) Hello, hello, Harvey? I can't hear you. . . Yes, this is Dr. Smith. . . Did we say our cough syrup would cure anything? . . . She says it is sugar and water and wants her money back? Bah! Who overheard of such nonsense? (*Slams receiver.*) Miss Jones. (*Miss Jones pays no attention*) Miss Jones! Miss Jones!!!

MISS JONES (*very meekly*). Yes, Dr. Smith.

DR. SMITH. Find me that letter we wrote Harvey last week.

MISS JONES (*begins to rummage through a large pile of papers on her desk*). I can't find it, Dr. Smith. (*Very sorrowfully.*) I must have thrown it away.

DR. SMITH. LOOK AGAIN! That's the third letter you've lost this week.

MISS JONES. I'm sorry, Dr. Smith. (*The papers fly everywhere as Miss Jones rummages through the pile.*)

KIRKIMER enters. (*Dressed in loud suit, flashy tie, and derby hat cocked on head. Walks boldly into the room. Trips over Miss Jones picking up papers. Gives profuse apology with a sweep of his derby. Addresses Dr. Smith.*)

KIRKIMER. Kirkimer's the name—John F. Kirkimer, the best drummer of Kiley, McKiley, and Kiley, wholesale drugs. (*Slaps Dr. Smith on the back, draws up a chair, and sits down without being invited. Takes off his hat and places it on Dr. Smith's desk.*) Just stopped in to sign you up for a few kegs of our molasses to use in that cough syrup of yours. (*Tilts chair back and speaks with a confident, self-assured air.*) Great stuff, ours—you can't go wrong.

DR. SMITH. Sorry, Mr. Kirkimer, but we have a large supply of the Mason people's goods on hand right now. Perhaps some other time.

KIRKIMER. What! You buy that rubbish? Throw it out! Why, I'll have the best molasses you ever tasted up here in five days. Now, just sign your name right here for twenty kegs and your troubles are over, Doc. (*Shoves pencil and order blank at Dr. Smith. Dr. Smith refuses, but Kirkimer tries to force him to sign the order.*)

DR. SMITH. Cramer! Cramer!!

(*Cramer rushes over from high stool and ushers Kirkimer to the door.*)

KIRKIMER (*as he is being shoved out the door*). I tell you, Dr. Smith, you can't go wrong!

MISS JONES. Dr. Smith, this new typewriter won't work.

DR. SMITH. Cramer, call the janitor. He's the handy man around here.

CRAMER (*goes to the door and yells*). Jake, Jake, oh—oh, Jake! Come up and overhaul this typewriter.

JAKE *enters, dressed in overalls and cap, carrying small hand ax. He walks over to typewriter and pounds on piece of metal back of typewriter.*

JAKE. Just like my machine, Dr. Smith, easy to fix. *(Picks up typewriter and bolts fall out from his hand.)*

MISS JONES *(from the door)*. Miss Martin is here to see why we haven't paid our last bill.

DR. SMITH. Cramer, didn't you pay that bill?

CRAMER. Dr. Smith, I work late every night trying to get the books to balance. There is so much writing to do. I write and I add, I subtract and I write, but the figures they squeeze me down until I don't know where I am. I do the best I can, Dr. Smith, but it's hopeless.

DR. SMITH *(in disgust)*. Show Miss Martin in, Miss Jones.

(Miss Martin enters, dressed in costume of the period.)

DR. SMITH. Miss Martin, I'm sorry we haven't paid our bill. Here, go over the books with Mr. Cramer, and I'm certain we can get it straightened out. *(Cramer and Miss Martin begin to work over the books.)*

CRAMER. \$19.32.

MISS MARTIN. No! \$25.37.

CRAMER. I should know my own figures.

MISS MARTIN. You should, but you don't. How can you tell anything from that mess?

CRAMER. Annoy me again with that remark!

(They continue to wrangle over the books, crumpling paper and throwing it on the floor as they figure.)

MISS JONES. That advertising man is here again, Dr. Smith.

DR. SMITH. That young fellow and his new-fangled ideas of advertising!

ADVERTISING MAN. Good morning, Dr. Smith. Have you considered my idea of a slogan for your cough syrup?

DR. SMITH *(severely)*. Young man, for twenty years the house of Smith has stood on its own reputation to sell its product. We don't need any smart sayings to cure people's coughs.

ADVERTISING MAN. Dr. Smith, that day is passing. The company of tomorrow will be the company that advertises its product. The medicine-show type of advertising is out. A good slogan and a good program of advertising, and your cough syrup will be known throughout the country. If you are to continue in business, Dr. Smith, you'll have to adopt modern advertising methods.

(Cooke, dressed in white smock, rushes into room, holding up a small test-tube.)

COOKE. Dr. Smith! Dr. Smith! I've found it! I've found it!

DR. SMITH. What have you found, Cooke?

COOKE. Cough syrup in a solid form! The same

ingredients as our cough syrup—only in a solid state!

ADVERTISING MAN. That's it, that's it! Man, you've got something! *(Holds up the test-tube.)* The world's first cough drop. Can you make it taste like candy?

COOKE. I think so.

ADVERTISING MAN. We'll revolutionize the cough-syrup industry! Cough drops in a handy package! *(Visualizing the future.)*

MISS JONES. You mean we won't have to use this evil-tasting cough syrup any more? *(She holds up bottle and large spoon.)*

ADVERTISING MAN. You're right, Miss Jones.

MISS JONES. Thank goodness. *(She throws bottle and spoon into waste basket.)*

DR. SMITH. Why! Why! Why! *(He sputters and storms at such abuse of his cough syrup. He shakes his fist at Miss Jones and starts to climb over the desk to reach her.)*

QUICK CURTAIN

SCENE II. *A modern office, modern equipment, five noiseless typewriters, modern desks, bookkeeping machine, and other equipment. The office girls are busy filing, typing, and operating the bookkeeping machine. They continue to carry on their duties throughout the scene, as long as it does not interfere with the speaking parts. Such a background is necessary for the modern office scene.*

ANNOUNCER. We take you now to the same office twenty-three years later. The time of our present setting is *(the current date)*. The Smith Cough Syrup Company has grown from a small, one-room factory and office to a large, thriving corporation. We find Dr. Smith, a much older man, swept along on the tide of new inventions and ideas. Clems, the modern salesman is played by *(name)*; Miss Mays, Dr. Smith's secretary, *(name)*; Miss Castle, a stenographer, *(name)*; Miss Moran, the head bookkeeper, *(name)*. The advertising agents are *(names)*; and the office girls are *(names)*.

DR. SMITH *(using modern dial telephone)*. Operator, will you please call our Paris agent, Mr. C. C. Day, at the American Hotel in Paris. It's urgent—put the call through as soon as possible, please. *(Pause.)* Twenty minutes, thank you. *(Very nonchalant.)* Miss Mays, will you bring me the recent correspondence with our Paris agent?

MISS MAYS. Yes, Dr. Smith. *(She goes to the file and quietly and easily finds the file folder and takes it to Dr. Smith.)*

(Miss Castle comes to Dr. Smith's desk with a business card.)

MISS CASTLE. Mr. Clems of United Drugs is here to see you, Dr. Smith.

- DR. SMITH. Fine, show him in.
- MISS CASTLE (*going to door*). Dr. Smith will see you now, Mr. Clems.
- (CLEMS *enters the office. He is moderately dressed, neat, carries himself with assurance.*)
- CLEMS. Good morning, Doctor.
- DR. SMITH. Sit down, Mr. Clems. (*Offers Clems his hand.*)
- CLEMS. I saw you at the (*name of school*) High School game several weeks ago. You were sitting in the center section.
- DR. SMITH. Yes, sir, I was there all right. I haven't missed a home game for many years. I'm quite a fan, Clems; I really enjoy seeing our boys play.
- CLEMS. Didn't you play football when you were in school, Dr. Smith?
- DR. SMITH. Clems, my boy, I don't like to brag, but I was practically the whole team. (*Name of school*) has a scrappy team this year—but in my day—poof!
- CLEMS. Yes, but you'll have to admit, Doctor, the game has changed a great deal since our high school days.
- DR. SMITH. Yes, Clems, it has. I hate to admit it, but my team wouldn't have seen the ball if they had played this year's team. Football has changed a lot since our day.
- CLEMS. Yes, but even at that, those early teams, such as the one on which you played, deserve a lot of credit. They didn't have the excellent playing field, the equipment, or the other advantages of our team today.
- DR. SMITH. Yes, sir, Clems, we have a new stadium, the style of play has changed, but the spirit of the boys hasn't changed, Clems. That's the reason you saw me down for the (*school*) game.
- CLEMS. I know I certainly enjoy them.
- DR. SMITH. You know, another thing I enjoy about the game is the band. I've seen a good many high school bands and I've followed a number of college bands, but when it comes to good music and snappy formations the (*school*) Band gets first vote from me.
- CLEMS. You're right, (*school*) has a very good band. By the way, as an old grad and football player, Doctor, how would you like to come over to the high school this afternoon for a short pep meeting? As one of their old cheer leaders, I've been invited back to lead them in a cheer or two. Hear those students cheer this year's football team and you'll feel ten years younger, Doctor.
- DR. SMITH. I have a conference with my advertising agents today, but I believe I can get away for a few minutes.
- CLEMS. Good, I'll be over in my car at one-thirty. We'll go over to the school and see if the students know how to cheer their team. By the way, has your chemist analyzed those samples I left with you the other day?
- DR. SMITH. Yes, he has, Clems. You have a mighty fine product, but we are pretty well stocked up with the American people's goods at the present time.
- CLEMS. The American has a good product, Dr. Smith, but as soon as your present supply is down we should like to show you the quality of our product and our *price*. I think we can cut down your unit cost considerably.
- DR. SMITH. All right, Clems, if you are certain you have a better product—and the chemist's analysis gives a good result—we'll talk business, if your price is right.
- CLEMS. All we want, Dr. Smith, is the opportunity to demonstrate. I'll be around at one-thirty to take you to the pep meeting. (*Exit.*)
- MISS MAYS. A representative of the Modern Drug Company is here and would like a statement of their account, Dr. Smith.
- DR. SMITH. Have Miss Moran give him a statement.
- MISS MAYS. Yes, Dr. Smith.
- MISS CASTLE (*from the door*). The advertising manager and his assistants are ready for their conference, Dr. Smith.
- DR. SMITH. Show them in, Miss Castle.
- (SEVEN ADVERTISING AGENTS *take their places around the conference table.*)
- DR. SMITH (*addresses the group from the head of the table*). Advertising agents, very urgent business has made this meeting necessary. We are faced with a crisis. Our sales have fallen off 7 per cent during the past month. We all know we have the best product on the market. What is wrong?
- FIRST AGENT. It's our advertising, Dr. Smith.
- SECOND AGENT. What's wrong with our advertising?
- FIRST AGENT. Look at the ad on the back of this magazine and you can see what's wrong with our advertising and why our sales are falling off. (*Holds up popular magazine.*)
- THIRD AGENT. That ad cost us \$15,000.
- FOURTH AGENT. Yes, and Kirk is leaving us so far behind we don't even know what it's all about.
- SECOND AGENT. What does Kirk have that we haven't got?
- FIRST AGENT. Radio advertising. Listen to the radio and you'll find out why people are buying Kirk's coughdrops and not Smith's.
- DR. SMITH. Well, what do you propose to do about it?
- FIFTH ADVERTISING AGENT. There is only one thing to do—go into radio advertising feet first.
- FIRST AGENT. Thirty or forty thousand dollars for an hour on the air, don't forget that.
- SEVENTH AGENT. If sales pick up 7 per cent we can make that back easily.
- DR. SMITH. There's one thing we are forgetting,

and that's radio talent. Unless we have an outstanding program our money will be wasted.

SECOND AGENT. We might get Edgar Bergen and Charlie McCarthy.

FIRST AGENT. That's out. He's under contract with Chase and Sanborn for the next year.

SIXTH AGENT. How about Guy Lombardo?

FIRST AGENT. He has a long-term contract with Bond Bread.

DR. SMITH. There is only one thing to do. Get a good orchestra that's not very well known and build it up to national popularity.

SEVENTH AGENT. (*School name*) orchestra. (*If the school does not have a dance orchestra, other musical groups can be used.*)

DR. SMITH. Miss Mays, take a letter, please. (*Miss Mays comes over to chair near table with stenographer's notebook.*) Mr. (*school music director's name and address.*) The Smith Cough Syrup Company is looking for radio talent for an hour program to go on the air this fall over a coast-to-coast hookup. Your orchestra has been called to our attention. Will you kindly inform us whether your orchestra is under contract at present? Paragraph. Before signing any contract, however, it will be necessary to have several auditions. Will you please tell us if it will be possible for you to have your orchestra at Station (*local station*) this week for an audition? Very truly yours. . . . Well, agents, the only thing we can do now is put our stock in the orchestra of (*name*). I'm going over to the high school in a few minutes to attend a pep meeting. I'll put the details of the audition in your hands. We'll meet for the audition.

CURTAIN

Between Scenes II and III. CLEMS and DR. SMITH *step out in front of the curtain.*

CLEMS. I'm mighty glad to be back after all these years. I certainly appreciate your inviting me to lead you in a few of our yells. We have as our guest Dr. Smith, an old graduate and football player of (*local*) High. Let's show him how to give the team a cheer. (*Leads popular cheer of the school.*)

DR. SMITH. How many students are enrolled in (*local*) High School, now, Mr. Clems.

CLEMS. About (*number*) Dr. Smith.

DR. SMITH. Where are the other 300? Out hunting?

CLEMS. Let's give a cheer for the coaches, and show Dr. Smith we really know how to cheer. (*Leads several cheers.*)

SCENE III. *The audition at the radio*

studio. The orchestra is playing its theme song. THE ADVERTISING AGENTS and DR. SMITH are seated. ANNOUNCER (near musical group) stands with microphone.

ANNOUNCER. Smith's open house is on the air from coast to coast—featuring the sophisticated music of (*name*) Orchestra, with the lovely voice of (*girl student's name*). The next time you buy cough drops ask for Smith's in the red and white package. Used in time—at the first sign of throat tickle—Smith's will give you genuine throat comfort. *On with the show!*

(NOTE: The radio program may take any form suitable to your needs and the talent available.)

CURTAIN

PROPERTIES

SCENE I

Fly swatter.

Old telephone. (Can be made from a box. Small tin cans will serve as mouth piece and receiver. If the instrument is given a dark stain it will substitute quite well.)

Bookkeeping ledgers. Large books, such as the commercial atlas, will serve the purpose.

Large pencil for bookkeeper.
Hall tree.

Books and chemical apparatus for Dr. Smith's desk.

Pencil and order blank for salesman.

Test tube.

Small hand ax, metal bolts.

Large waste basket.

Bottles of cough syrup (colored water).

Old-fashioned typewriter. (May be obtained from local typewriter agency.)

Old-fashioned desk, roll-top if possible, for Dr. Smith.

Table for stenographer.

SCENE II

Modern telephone. (May be obtained from telephone company.)

Modern filing cabinet.

Bookkeeping machine or adding machine.

Five typewriters—preferably noiseless.

Modern desk.

Pen and pad for stenographer.

Popular magazine.

Conference table with chairs.

SCENE III

Musical instruments.

Microphone.

Southern Business Education Association To Meet

THE Southern Business Education Association will hold its sixteenth annual meeting at the Hotel Biltmore in Atlanta, Georgia, November 24-26. The officers of the Association are as follows:

President: Mrs. Gertrude G. DeArmond, Wheeler Business College, Birmingham, Alabama.

First Vice-President: Miss Ray Abrams, Principal, Joseph A. Maybin School for Graduates, New Orleans.

Second Vice-President: Thomas W. Noel, Winthrop College, Rock Hill, South Carolina.

Secretary: Clyde W. Humphrey, Assistant Professor of Business Education and Secretarial Science, University of Tennessee, Knoxville.

Treasurer: L. C. Harwell, Robert E. Lee High School, Jacksonville, Florida.

Editor of "Modern Business Education": A. J. Lawrence, University of Kentucky, Lexington.

Miss Abrams will preside at a Dutch Supper on Thanksgiving night. The convention will open on Friday morning. Speakers scheduled for that session are Hamden L. Forkner, Associate Professor of Education, Teachers College, Columbia University; and B. Frank Kyker and Dr. Kenneth B. Haas, both Special Agents, Research in Commercial Education, U. S. Department of the Interior.

Chairmen of the Friday afternoon section meetings are Howard Bogner, Joseph A. Maybin School for Graduates, New Orleans; R. W. Massey, President, West Tennessee Business College, Jackson; and H. P. Guy,

Assistant Professor, University of Kentucky.

Among the speakers will be Eleanor Skimin, Detroit Public Schools; M. A. Smythe, National Business College, Roanoke, Virginia; Louis A. Leslie, Katharine Gibbs Schools, New York City; and Harold H. Smith of the Gregg Publishing Company.

A profitable innovation will be the question-box session on Saturday morning. Discussion leaders will be D. D. Lessenberry, Director of Commercial Education, University of Pittsburgh; J. Murray Hill, Vice President, Bowling Green (Kentucky) Business University and Hamden L. Forkner.

On Saturday morning, the National Association of Accredited Commercial Schools will hold a breakfast meeting. Presiding will be C. W. Edmondson, Edmondson School of Business, Chattanooga. A round-table meeting of owners and managers of private business schools will follow the breakfast. Dr. J. L. Harman, president of Bowling Green Business University, will preside.

The Association banquet will be one of the highlights of the convention.

Secretary Clyde Humphrey reports that memberships are "rolling in" very satisfactorily. It is estimated that at least a thousand business teachers will attend the convention.

Here and There

C. C. STEED has been appointed supervisor of commerce in Winthrop College, Rock Hill, South Carolina. He was formerly head of the economics department of Bowling Green (Kentucky) College of Commerce, of which he is a graduate. His master's degree is from Western Kentucky State Teachers College, Bowling Green.

Mr. Steed formerly taught in the public schools of Muskegon Heights, Michigan, and in Staunton (Virginia) Military Academy.

ROBERT E. SLAUGHTER has been appointed head of the new commercial teacher training department of Madison College, Harrisonburg, Virginia. For the past year, he had been acting head of the department of commerce in New Mexico Normal University at Las Vegas.

He holds degrees from Fresno (California) State College and from the University of Southern California, Los Angeles, and is engaged in further graduate study at U.S.C.

PAUL A. CARLSON, director of commercial education at Whitewater (Wisconsin) State Teachers College, is on leave of absence for a year. He will devote himself to the completion of his doctor's dissertation on "The Teaching of Bookkeeping in the United States."

CLEM COLLINS, Dean of the School of Commerce of the University of Denver, was re-elected president of the American Institute of Accountancy at the annual meeting of the Institute at Cincinnati, during the week of September 26.

Nutmeg and Ginger

To Spice Up Your Shorthand and Typing Classes

CELIA AYARS PRIESTLEY

SHORTHAND can be made the most deadly monotonous subject in the curriculum, or it can open new avenues of delight. Everything depends on your presentation. Build a reputation for conducting novel and interesting classes, and your problems of tardiness, irregular attendance, inattention, and general misbehavior will disappear. Devote a few minutes of each class period to a "surprise," and you will build your reputation, while clinching shorthand and business principles.

By its very nature, typewriting holds, for most students, greater interest than shorthand, but typewriting, too, can deteriorate to drab routine unless you are constantly alert.

These suggestions for maintaining enthusiasm in your shorthand and typing classes should be used with judgment and imagination. Some are so simple as to be unworthy of effort unless introduced with the proper touch of humor; others are too difficult for your pupils unless you have the habit of expecting a great deal of them. They all work. I have used them in my classes.

Very little equipment is needed for most of the suggestions. Your typing room should, however, include a demonstration machine visible to all pupils, and a phonograph—for the good of your entire program even more than for these plans!

When you have used all the shorthand suggestions for shorthand, it will be a simple matter to adapt most of them to typing. At the same time, you can be using the typing novelties for shorthand.

Shorthand

1 Your students are potential businessmen and business women; they like to imagine themselves already in positions of importance and authority. Give some of them an opportunity to dictate to the rest of the class without using printed material. Of

course the dictation may be abrupt and jerky—but isn't it often so in business?

The novelty will wear off if you allow too many to dictate on a single day.

By the way, do *you* ever dictate extemporaneously? And do you ever dictate your own business letters to the whole class, with the understanding you'll send the best one?

2 Before class, prepare a shorthand message on a slip of paper for each student. Mary's may read, "Please collect Edith's and Freda's notebooks and put them on my desk." Dick may find he has to "Stand in the center of the room and sing 'My Old Kentucky Home'." Tom may be told to "Bow gravely to three members of the class, and say, 'Good morning'."

There is no end to the silly ideas you can think of; and if you can bear the resulting hubbub for a few minutes, you will find your class entirely willing to start the day's work. In the meantime, some of the students will have come into contact with shorthand words they haven't met in the course of their usual book dictation.

Typewriting

1 Newspapers are printed in too small a type for frequent copying, but clippings from them should be typed occasionally. They are valuable both for change of material and for broadening the students' outlook.

If clippings are carefully selected, they can play a worth-while part in the typing course. Appropriate clippings would be success stories of business people; articles about specific companies, industries, occupations, or employment opportunities; discussions of business conditions and opinions of people whose opinions count; discussions of economic and governmental aspects of current business problems; and non-partisan discussions of pending legislation that would affect business. *(To be continued)*

How to Solve Profit and Loss Problems

HARRY B. WHEELER

Evans Mills (New York) High School

A KNOWLEDGE of the following facts is necessary for the solution of profit and loss problems.

Definitions

Prime cost is the amount a dealer pays a manufacturer for goods purchased. For instance, if a dealer buys goods from a manufacturer for \$350 and also pays the freight charges of \$30, \$350 is the *prime cost*.

Buying expenses are any expenses a dealer has to pay to get his purchases from the manufacturer's plant to his own store. The commonest buying expenses are freight and cartage. In the illustration just given, the \$30 is a *buying expense*.

Overhead is any expense that a dealer incurs in selling his goods. Some common overhead expenses are rent, sales clerks' salaries, electric current, fuel, etc.

Overhead + Net Profit = Gross Profit.

Overhead, Selling Expenses, and Cost of Doing Business all mean the same thing.

Equations

(To be memorized)

1. Cost + Gross Profit = Selling Price.
2. Cost + Overhead + Net Profit = Selling Price.
3. Prime Cost + Buying Expenses + Overhead + Net Profit = Selling Price.
4. List Price — Discount = Selling Price.

Steps in Computation

If any *buying expenses* are given, use the third equation.

If there are no buying expenses, and *overhead* is given as a separate figure, then use the *second* equation.

If there are no buying expenses and the overhead is not given as a separate figure, then use the *first* equation.

If the profit (or discount) is based on a figure given or easily found (an example is the cost), then the problem is easily solved as in Illustrations 1 and 3.

If the profit (or discount) given in the problem is not based on a figure given, then call whatever the profit (or discount) is based upon 100%, as in Illustration 2.

Substitute in the equation you have chosen and work through.

Illustrative Problems

Problem 1

Cost = \$40
Gross Profit = 20% on Cost
Selling Price = ?

Solution

Cost + Gross Profit = Selling Price
 $\$40 \times .20 = \8 Profit
 $\$40 + \$8 = \$48$, Selling Price

Problem 2

Cost = \$60
Gross Profit = 25% on Selling Price
Selling Price = ?

Solution

Cost + Gross Profit = Selling Price
100% = Selling Price
 $\$60 + 25\% = 100\%$
 $\$60 = 75\%$
 $\$60 \div .75 = \80 Selling Price

Problem 3

Selling Price = \$50
Gross Profit = 20% on Selling Price
Cost = ?

Solution

Cost + Gross Profit = Selling Price
 $\$50 \times .20 = \10 Profit
 $\text{Cost} + \$10 = \50
Cost = \$40

To What Extent Should Business Machines Be Taught?

IS it possible to standardize business-machine instruction in office practice as instruction is now standardized in typewriting and stenography?

When we consider the diversity of makes and types of business machines, we can readily appreciate the difficulties that lie in the way of such standardization. Every business-appliance manufacturer wants to sell his product to the schools for instructional purposes, and some companies sell several different machines. The present disorganized situation is probably the result of trying to teach too many different machines.

Let us see whether we cannot evolve certain fundamental principles upon which we can establish a workable program for teaching business-machine operation.

Why teach business machines? Naturally, our main objective is to give students some degree of vocational knowledge and skill, but our aims may differ as to the degree to which such skills are to be developed. On the basis of degree, we shall discuss the two principal objectives.

A. SPECIALIZED TRAINING FOR SKILL

Is our objective to be purely vocational—do we desire to train students to the highest degree? Do we desire to develop a definite machine skill on a par with the skill developed by our best students in shorthand and typewriting? Do we want to train business-machine *specialists*, as several manufacturers of business machines are supposedly doing in their own company schools?

If such is our objective, we are confronted with several simple but vital problems.

1. *The capacity of the business community to absorb our trained students.* Purchases of machines should be based on a survey of the business field to determine which machines are in use and how many completely

trained machine operators are likely to be employed each year.

2. *The time element.* Does the school program allot enough time for an intensive course of instruction? We must remember that drill is the important factor in skill development. Drill takes time. It takes about as long to learn the expert operation of a calculating machine as it does to become a vocationally skilled typist.

3. *The problem of obtaining a thoroughly capable teacher.* It is vital that the teacher know the job and the job requirements and have the ability to select and organize necessary teaching material.

4. *The selection of students.* In selecting students for machine training, school authorities should be guided only by the standards of the prospective employer. No student should work in a classroom of this kind, involving unusually high operation cost, unless the teacher is confident of obtaining employment for him. Too often, office-practice classrooms are used as dumping grounds for disciplinary cases or misfits from other departments.

B. TRAINING IN FUNDAMENTAL SKILLS

In communities where business does not require specialists in business-machine operation, the objective would be to teach the fundamental skills and thorough understanding of the business applications involved, without devoting as much time to repetitive drills as under Objective A.

Under Objective B, the student develops the ability to adjust himself to business situations involving machine uses, but he does not become a specialist on one machine.

In classes working toward this second objective, we have a different kind of student, often of a higher intellectual group. This student is more interested and more

flexible than the other; he can learn several machines in the assigned program, and later he can adapt himself easily to a business situation, because there are many business situations in which his training can be utilized.

Much less time is devoted to one machine under this program, and more students can be accommodated on the same number of machines.

Of course, teaching material organized for use under Objective A must be reorganized for Objective B.

The cry may be raised that under the latter objective "half-baked" business-machine clerks will be turned out. That will depend upon several factors: the teacher's knowledge of the machines, the course of study, and the degree of machine skill required by the prospective employer.

Experience has shown that only a small percentage of employed business-machine clerks received previous intensive skill training. Some had no preliminary instruction but had a knowledge of the particular business. Others wished to change to machine operation from other work.

Naturally, the head of the department selected an employee who had a rational comprehension of the processes involved.

It is a fact that most concerns insist upon machine training in their own kind of work. Much of the intensive training received in the classroom is, therefore, unnecessary, but the proper *foundation* for such training is vital for success and promotion.

A possible procedure may be to give fundamental instruction and then, before graduation, find a position for the student. The employing firm can then give samples

of its actual work to the student, through his teacher. The student, so trained, can step into his job properly adjusted, thereby saving his employer money and time.

This method is often used by the training schools of the machine-manufacturing companies, especially when employees of the customer are selected for special instruction on newly purchased machines.

C. A REASONABLE KNOWLEDGE OF THE COMMON MACHINES.

Thus far in the discussion, our objectives have been distinctly vocational. It is possible to have a third objective, which may still have a vocational trend: simply a reasonable knowledge of the most commonly used business machines.

We can satisfy the student's desire to know how certain mathematical operations are done mechanically; and we can give him an opportunity to determine whether he ought to obtain a greater degree of skill later on. This third objective may be called "exploratory"; that is, the aptitude of the student for this special work is explored.

He is also prepared in this way for general clerical work. The training increases his promotional opportunities, gives him enough comprehension of mechanical applications to make him valuable in a supervisory capacity, and prepares him to buy office machines intelligently and to get full value from the proper functioning of such equipment.

[EDITOR'S NOTE—Inquiries about teaching office machines are invited. Send yours to Mr. Stern in care of this journal.]

Los Angeles Restores Title in Commercial Education

THE Los Angeles Board of Education has re-established the position of City Supervisor of Commercial Education.

In 1932, due to the demand for retrenchment, the Board abolished the position and placed commercial education under the jurisdiction of the Vocational Education Division, changing the title of the administrative officer to "Supervisor in Charge of Commercial Education."

The Commercial Education Section was

re-established by the Board in 1934, but the title of the administrative officer remained the same until July, 1938.

J. N. Given has been in charge of the administration of commercial education in Los Angeles for the past two years, since Albert E. Bullock resigned to accept the principalship of the great Metropolitan High School of that city. Mr. Given will continue his supervisory duties, the only change being in his title.



Consumer Education in the Senior High and Junior College

EARL W. ATKINSON, Ph.D.

ALTHOUGH education for the consumer hasn't quite "hit its stride" in the public schools, it is making satisfactory progress. It is now in about the same stage of development that junior business training was, back in 1928. Junior business training jumped to the front in a very brief period; consumer education is destined to do likewise. Even five years ago we didn't hear much about it, but today it is considered a worthy topic at all gatherings of commercial teachers and educators.

Consumer education can again be likened to junior business training, in that both started off on the wrong foot. As soon as the strictly vocational emphasis was taken from junior business training, it made rapid progress. As soon as the negative, destructive attitude is taken from consumer education, it too will make rapid progress.

There is so much positive and constructive work to be done in connection with the education of the consumer that one even wonders whether our commercial departments are able to shoulder the whole responsibility. It appears that it may in time become a combined job, not only for the commercial department but for the home-making, industrial-arts, social-science, and natural-science departments as well.

There is much to be said in favor of dividing consumer education among the various departments according to the contributions that each can best offer to the whole problem.

Especially is this plan valuable in making local and specific applications. There are chemical tests to be made of goods and materials; there are mechanical tests to be made

in buying automobiles, electrical and mechanical household equipment, and accessories; there are weaves and whatnots to examine in selecting cloth, clothes, and fabrics; there are far-reaching and technical tests to be made in connection with the wise purchase and use of foods, shelter, and recreation.

We must realize that there can be no one *best* course in consumer education, because of variable elements, such as the age and experience of the persons who make up the class; size of class; conditions under which instruction is to be given; community needs, likes and dislikes; type of instructor selected to handle the work, etc.

For the benefit of readers who may be interested in organizing or teaching this course, it might be well to give a brief summary of a fall outline in Consumer Business Economics as offered in the San Jose (State) Junior College.

This fall sees the offering of our tenth class in this field. Former classes have been made up of from 75 to 125 lower-division college students each quarter. Classes are offered on a basis of 3 hours a week, and 3 units of college credit are given for success-

♦ *About Dr. Atkinson:* Head of the commerce department, San Jose (California) State College. B.A., Nebraska Wesleyan; M.A., University of Pittsburgh; Ph.D., Duquesne. Co-author of several workbooks in business education; much interested in commercial teacher training and the development of business education in the junior college. Two years ago won the official trapshooting handicap championship of the United States and four Canadian provinces, with a perfect score. Scores often in commercial education, too.

ful completion of the course. Of chief interest will undoubtedly be the objectives, topics, materials, and methods used in this course.

Among the *Purposes* of the course are listed the following:

1. That individuals may become better and more intelligent users of goods and services as offered by business, industry, and government.
2. That individuals may become better and more intelligent buyers with a better understanding of prices, values, quality, quantity, and utility of goods and products of consumption.
3. That individuals may have better consumer knowledge, concepts, and attitudes regarding intelligent and planned spending.
4. That individuals may become better citizens by being able to plan their own specific programs for economic security and financial independence.
5. That individuals completing the course will have a thorough knowledge of the fundamentals and an excellent foundation for advanced study in business, commerce, economics, marketing, salesmanship, advertising, business cycles, accounting, investments, insurance, and similar courses.

Among the *Topics* to be considered we find the following:

1. Introduction to the study of consumers and their problems.
2. The job of making a living.
3. Personal management through family budgeting and record keeping.
4. Personal progress and the establishment of reserves through wise money management.
5. How our financial system operates and serves us.
6. How our marketing system operates and serves us.
7. Our banking relations and services rendered.
8. Legal and credit relations in buying and selling.
9. How to invest money intelligently.
10. How the consumer is influenced in buying.
11. Methods and techniques of intelligent buying.
12. Governmental and private agencies of consumer protection.

Included under *Materials*, we find several good texts that have made their appearance during the past few years, such as: Shields-Wilson, *Business Economic Problems*, 1935, South-Western Publishing Company; Zutter-Tavern-Bullock, *Business Principles Everyone Should Know*, 1933 (being revised), Commercial Textbook Company; Margaret G. Reid, *Consumer and the Market*, 1938, Crofts and Company; David F. Owens, *Controlling Your Personal Finances*, 1937, Mc-

Graw-Hill Book Company; David F. Jordon, *Managing Personal Finances*, 1936, Prentice-Hall; Howard F. Bigelow, *Family Finance*, 1936, Lippincott Company; and several others.

There is a bountiful supply of material in the form of supplementary books, pamphlets, bulletins, bibliographies, and specialized consumer magazines. The question confronting the organizer of this course is not where to get material but what material to use.

And now a few words about the *Methods* used. In general we might say that you start in consumer education where you leave off in junior business training. Although a textbook is not absolutely necessary, it is very useful until you have taught the course several times. Much of our work here is done on a laboratory basis, with committees working on certain projects and problems. They report progress to the class at various intervals until the work is completed.

We work in close cooperation with the secretary of the local Better Business Bureau; in fact, he is an assistant instructor in certain sections of the course. We make much use of posters, scrapbooks, demonstrations, magazine articles, advertising literature, debates, and especially round-table and panel discussions.


Most of the real lecture work is done by the members of the class themselves—the instructor's chief job being to keep things running smoothly. Several outside speakers are brought in during the quarter.

Students like the course immensely, because there are many opportunities for self-expression, many opportunities for self-application. Consumer Business Economics is an ideal educational course because it is informative and literally alive with personal-use values. The caliber of work students are able to do is indeed surprising and encouraging.


A bigger and better education for the consumer is just around the corner. Get into the work yourself, while it is still in its experimental stage. You will find it interesting and fascinating, and if you have a creative and investigating mind you will find soluble problems awaiting you by the score.

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.



A First-Semester Project

THE shorthand class is divided into two or more groups, each group representing a contracting company whose business is the shingling and painting of houses.

Each pupil in the class has a drawing of a house on which to work. Each company selects the color it will use in painting the group of houses in its contract.

The contracting companies compete to see which one can finish its group of houses first. The work is done thus:

For each written checkup, such as a test on brief forms, a word list, or transcription from shorthand plate, a pupil who receives a grade of 100 per cent may put one shingle on the roof. After the roof has been completely shingled, the chimney is painted. One perfect test entitles the pupil to paint one window frame. The painting of the walls can be divided in any way that is convenient. For instance, one perfect test paper may entitle the student to paint an entire side or half a side.

The drawings of houses, which can be duplicated by the use of carbon paper, are posted on the bulletin board until all have been shingled and painted.

If the project is not finished by the time

the pupils begin to transcribe from their own notes, pupils who turn in perfect transcripts of their own notes may do additional work on the houses.

The pupils are not told in advance the exact form the written checkup will take; therefore, they must be ready for any kind of test.—E. Keurulainen (student), Plymouth (New Hampshire) Normal School.

A Useful Suggestion

WHEN a closely columnized schedule is struck on a stencil, the vertical lines between the columns may be made more exact with the use of a strip of mica or unused kodak film, as the space on both sides of the edge of the mica can be more easily gauged than with an opaque ruler.

When several carbon copies are typed, the sheets can be fastened with a clip at the top and the bottom, then inserted sidewise in the typewriter, and the vertical lines made with the horizontal "underscore."

These two devices are especially convenient when the columns are so close that they do not allow even one space between them.—Sister Mary Lamberta, S.S.N.D., Notre Dame Convent, Milwaukee, Wisconsin.

Rival Newspapers Clash

THE first-semester typing class is divided into two equal sections, each section representing a group of reporters on world news. Section 1 is employed by the *Class Leader*, and Section 2 by the *Independent Student*—rival newspapers.

The question is: "Which paper can go to press first?" The answer is: "That paper whose workers are all 'ace reporters'."

Accuracy is the keynote of all newspaper reports. Pupils progress according to their accuracy on a ten-minute straight-copy test. They merit titles as follows:

Errors Made	Title Earned
1	Star reporter
2	Sob sister
3	Cub reporter
4	Novice

Each time a "star reporter" turns in perfect work, he gets a "by-line" on the newspaper he represents. One good accuracy test

[illegible]

the basis of accuracy and mailability. The student is "paid" only if the paper is acceptable; otherwise, he must repeat the work until it is "worth" the established price. The better the student, the higher his "earnings."

AFTER presenting the brief forms in my first-year shorthand classes, I use the table shown in the illustration shown above to build up the derivatives. The table is mimeographed and distributed at the beginning of each unit. Correct outlines are first placed on the blackboard; then the pupils write them in the proper spaces on their mimeographed charts.

Mr. Goldstein's interesting suggestion was prompted by G. A. Prosser's article in the March, 1938, issue of the B.E.W.—"What 'White-Collar' Business Expects of High School Graduates"—in which Mr. Prosser brings out the businessman's attitude, that "mistakes, however small, cost money."

THE class is divided into two teams. Points are made for each side by speed tests, the length of time to be determined by the teacher.

1. It provides a permanent reference sheet of brief forms and derivatives.

2. It is an excellent aid in review and in the writing of brief forms for home-work assignments.

3. It is a vocabulary builder. Space left at the bottom provides for related or supplementary words which may be used to increase the pupils' shorthand vocabularies.

—Beatrice G. Filler, Port Richmond High School, Staten Island, New York.

<i>Words Per Minute</i>	<i>Points Earned</i>
15-20	2
20-25	3
25-30	4
30-35	5
35-40	6
40-50	8

MR. SYDNEY GOLDSTEIN, of London, England, offers the following device as a practicable means of raising classroom standards so as to meet office standards of accuracy.

He says, "Why not 'cost' each exercise or letter instead of marking the pupil's work with the customary grades *A, B, C, D*, and *F*?"

The "cost" may be nominal; for example, 10 cents for each paper that is acceptable on

Every day, each student types against someone on the opposing team. This schedule changes daily until every student has typed against a different student, making possible competition between opposing team members as well as between opposing teams.

The winner in each competing pair earns five additional points for that day. This feature has a wholesome effect upon the slower students. Urged on by their teammates, they have been able to raise their individual averages noticeably.

Penalties are assessed as follows:

Back-spacing and striking over	.5 points
Failure to indent	.....2 points
Incomplete capital letters	.....2 points
Single spacing on test	.....1 point
Wrong division of words	.....5 points
Writing beyond margin	.....1 point
More than 3 errors	.....5 points
More than 8 errors	.....8 points

In arranging the teams, I place each player on one team directly opposite a player on the opposing team; then, when a player is penalized, his opponent, directly opposite, receives the point. This placement is especially good for two weaker typists, as each one acquires the other's penalties and both are thus kept in the running.

The game is usually over after each player has typed against every player on the opposing team. The daily scores are added for the daily winner; the total scores are added for the tournament winner, and each player's scores added for individual high-scoring honors.

The scores may be placed on the blackboard, if desired, in chalk that matches the school colors.—*Sterling L. Shaw, High School, Cicero, Indiana.*

Getting Somewhere

IN this project the shorthand class represents a group of airplane pilots attempting to make a round-the-world flight.

The starting point is the town in which the pupils attend school. Each pilot chooses his own route.

The pilot's first score in a written test of any kind gives him a start of 500 miles. In order to progress, he must obtain a score higher than the one made on the immedi-

ately preceding test. Each point higher entitles him to advance 1,000 miles.

A tie with his previous score indicates a stalled engine, and the student cannot proceed. Should his score be lower than before, the pilot is "lost in a fog" and cannot proceed until he "gets his bearings" (achieves his previous high level).

The pupils do not compete with one another in the race. Each pupil tries to progress steadily, with as few "stalled engines" and "encounters with fog" as possible.

Pupils may trace a map of the world and indicate their individual routes thereon. All writing on the map must be in shorthand. —*Dorothy Luzo (student), Plymouth (New Hampshire) Normal School.*

A Progress Chart in Typing

IUSE the individual progress chart, illustrated at the bottom of this page, from the beginning of the second semester, but I make the original entry on it at the end of the third six-weeks period. This entry records the words per minute and the number of errors on the best of the 5-, 10-, and 15-minute tests given during that time.

At the end of each successive six-weeks period, I record the words per minute, the number of errors, and the gain in words per minute. For each 2 words gained in speed, 1 point is added to the final grade for the six-weeks period, provided the student has made not more than one error per minute during the test.

If a student shows a gain in more than one of the best tests of each length, only the test showing the greatest gain is used in computing the points earned.

For instance, let us suppose that Mary's

SECTION OF INDIVIDUAL PROGRESS CHART

TYPING I, SECOND SEMESTER

Student	Six weeks period	5-minute test			10-minute test			15-minute test		
		Words and Errors	Change	Points	Words and Errors	Change	Points	Words and Errors	Change	Points
Jeanetta Baker	3	23-11	....	....	24-6	....	....	23-5	....	....
	4	26-4	+3	1	32-4	+8	4	22-3	-1	....
	5	23-6	-3	....	28-6	-4	....	28-1	+6	3
	6	27-6	+4	2	31-7	+3	1	38-1	+10	5

final grade (daily grades averaged with test grade) for a six-weeks period is 90. On the 10-minute test she gained 4 words, entitling her to 2 additional points. On the 15-minute test, she gained 6 words, which would entitle her to 3 extra points. The gain on the 15-minute test only would be considered, making her final grade 93.

I have used this chart successfully for two years and have found it especially helpful in visualizing the progress of individual students. An incentive for students is provided by the publication, every six weeks, in the school-news section of the local paper, of the names of those who have made the greatest gain.—*Edith C. Andrew, High School, Allerton, Iowa.*

Three Motivating Devices

An English Steeplechase. In this race it's every man for himself. The race consists of five half-minute hurdles. Before the contest begins, the student types his name in the upper right-hand corner of his paper.

At the signal *Start*, the student types the following for one-half minute:

H'ob, it eye'n't the 'eavy 'aulin' wot 'urts the 'orses 'oofs—b'it's the 'ammer, 'ammer, 'ammer b'on the 'ard 'ighwys.

He then removes the paper from the machine, using the paper release, goes to the next typewriter, inserts his paper, and awaits the signal for the next hurdle. The rotation plan is used so that the student uses a different typewriter for each race.

Students mark their own errors.

If the point system is used, the instructor may give a grand prize of 10 points to the typist who wrote the 5 one-half minute tests with the fewest errors.

Syllabication. The purpose of this contest is to develop alertness to the syllabication of words.

The following list of 20 frequently used words is written on the blackboard.

solemn	repartee
solemnity	secret
reorganization	secretarial
solid	accumulate
solidification	syllable
occurred	syllabication
recommendation	correspondence

occasion
separate
arithmetical

business
corroborate
indenture

The students have 6 minutes in which to type the words, hyphenated according to the correct syllable divisions, as, for example, *cor-rob-o-rate*.

At the end of the 6-minute timed test, the teacher writes the same words on the line, correctly divided.

The student who has the highest percentage of words correctly divided receives a bonus of 10 points, if the point system of grading is used.

After a discussion on syllabication rules, the students take a 2-minute test on the same list.

Election. In this project, consider yourself at the polls on election day. Divide the class into two teams, Democrat and Republican. At a given signal, the first man on each side begins to type the following sentence:

Juxtaposition of ruby and emerald quickly crazed the extravagant wife.

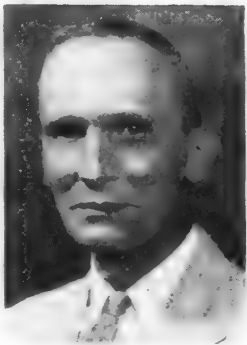
As soon as a contestant has typed the sentence perfectly, he signals by saying, "Go" whereupon the next man on his team begins.

No contestant can say "Go" until he has a perfect sentence. The typist cannot begin a new sentence when he makes an error; he must finish the sentence first.

The side that finishes first, of course, wins the election. If the point system in typing is used, a bonus of 10 points may be given to each person on the winning side. A candidate scoring a perfect sentence at the first writing is entitled to 5 additional points. The leader on each side should check the papers carefully before he hands them to the instructor.—*Irma Ehrenhardt, Associate Professor of Commerce, State Teachers College, Terre Haute, Indiana.*

LLOYD H. JACOBS has joined the faculty of New York University as visiting professor of education, offering a course in methods of teaching commercial law. This is in addition to his regular duties as head of the business education department, New Jersey State Teachers College, Trenton.

During the past summer, Mr. Jacobs taught three courses at N.Y.U.



Recent Legislation Affecting Accounting

A. L. PRICKETT

Professor of Accounting, Indiana University

A LONG a wide front, attention is now centered on the Fair Labor Standards Act of 1938, known more familiarly as the Wage-and-Hour Law.

This measure establishes the so-called wage "floor" and hour "ceiling." The minimum-wage provisions affect some three-quarters of a million employees directly; the maximum hours and overtime provisions affect some two and one-half million.

The Fair Labor Standards Act is considered the most significant piece of New Deal legislation. It presents difficult problems for business.

Beginning October 23, 1938, unless otherwise exempted, employees may work a maximum of 44 hours a week; beginning October, 1939, the maximum becomes 42 hours, and in October, 1940, 40 hours. Extra hours during a week are considered as overtime and must be compensated for at one and one-half times the hourly rate *actually* paid (not one and one-half times the minimum rate, unless the two coincide).

There is no restriction as to the number of hours in one day or the total amount of overtime, but short and long weeks may not be averaged. The week is the independent unit.

In some cases of seasonal employment, however, the employee may work more than 44 hours per week for a period of 14 weeks; overtime must be paid for in excess of 12 hours a day and 56 hours a week.

Under certain arrangements made through bargaining representatives certified by the National Labor Relations Board, employees may work more than 44 hours a week if they do not exceed 1,000 hours in 26 con-

secutive weeks or 2,000 in 52 consecutive weeks. There is no classification as to sex.

The law states: "No provision of this Act shall justify any employer in reducing the wage paid by him which is in excess of the applicable minimum wage under this Act, or justify any employer in increasing hours of employment maintained by him which are shorter than the maximum hours applicable under this Act."

The statement appears to be in the nature of moral suasion, to be supported, if necessary, by the pressure of unfavorable publicity, rather than a legal prohibition, enforceable through penalties.

Each employer subject to the Act must, after October 23, 1938, pay a minimum of 25 cents an hour; in October, 1939, the rate is increased to 30 cents. In October, 1945, the minimum will become 40 cents. "Wages" is used in the broad sense to include board, lodging, uniforms, tips, etc.

Learners, apprentices, messengers, cripples, and other handicapped workers under regulations interpreting the Act may be employed at less than the minimum wage. Impairment through age or mental or physical incapacity is recognized as cause for lower wages. Such provisions are made to "prevent curtailment of opportunities for employment."

Because attempts might be made to sidestep the spirit of the Act through listing an undue number of employees as "apprentices" restrictions apply both to the number and to the time limit.

Employees exempted from the wage and hour provisions are in general those engaged in the occupations listed below. (In most

cases there is some question as to the coverage of the classification.)

Retail and service trades whose sales are over 50 per cent intrastate: retail stores, banks, laundries, hotels, barber shops, printing establishments, etc.

Agriculture: livestock raising, dairying, horticulture, poultry raising, bee keeping, forestry, etc.

First processing of farm products within the so-called "area of production": milling of raw sugar, making butter and cheese, canning or drying, compressing, ginning, packing, storing, etc.

Federal, state, municipal, and other public employees, including firemen and policemen. Those provided for in other laws, such as employees of bus and trucking companies, railroads, and airlines.

Street railways.

Seamen.

Rural newspapers with a local circulation not over 3,000.

Fishing and fish farming.

Administrative or executive employment: probably includes minor executives as shop foremen, department heads, superintendents, production manager, head bookkeeper, etc. Governing factors are the nature of the work and the salary paid.

Professions: both independent contractors and juniors.

Outside salesmen. (Difficult to classify.)

A question arises as to whether or not a concern is exempt which is almost wholly or even wholly intrastate in its dealings. The U. S. Supreme Court has concluded that a manufacturing business which apparently is in all respects intrastate is subject to Federal regulation if its "function is vital to the flow of interstate commerce."

The Wage and Hour Law differs from some other recent legislation affecting business in that the *number* of employees, the gross or net *profits* or *losses*, or the *investment* in the firm have no bearing on inclusion or exemption.

As a result of a U. S. Circuit Court of Appeals decision (Somerville Manufacturing Company case), some firms have concluded that a company doing *manufacturing* only, without owning any of the materials nor shipping in interstate commerce, is not subject to Federal jurisdiction. Accordingly they are reorganizing the corporation to that end. Ultimately the Supreme Court will de-

termine whether or not this device is a legal loophole.

An important part of the Fair Labor Standards Act deals with the employment of child labor. The provisions will probably affect at least 20 per cent of the half million working. The ban is as broad as thought feasible at the present time. Beginning October 23, 1938, the law forbids interstate shipment of goods produced in an establishment in which "oppressive child labor" was employed within the previous thirty days.

Oppressive child labor includes the employment of any child under 16 years of age in any manufacturing or mining occupation and between 16 and 18 in any occupation hazardous or detrimental to health. If the child is not legally required to attend school, employment in agriculture or as an actor is not prohibited.

Administrator Elmer F. Andrews has the responsibility of making the Act function smoothly. He sets up industry committees with equal representation from labor, the employer, and the public, to investigate and determine whether the minimum wage, as described in the law, can be established without curtailing employment or creating unfair competition.

The Administrator can order the recommendations of the committee put into effect. If he disapproves, he can recommit them to the committee or set up a new committee. The administrator evidently can speed up the operation of the law by calling frequent meetings or by changing the personnel of the committee. Since the law regulates the hours, the committee considers wages only.

As the reader notes the essential purposes and provisions of the Act, its accounting significance becomes increasingly apparent. Each employer subject to the Act must maintain records of his employees, showing wages and hours. Apprentices, handicapped workers, and other groups must be differentiated.

Since the committee may function for an entire industry or for a classification within the industry, the business enterprise should segregate its intrastate business to have available proof if it believes its operation warrants exemption.

Employee records should coincide with the

Social Security data, so that if the Federal Government calls upon the State agencies for comparison, the figures will correspond. (Also, the expense of keeping the records will be reduced.)

Classification of employees as administrative or executive, outside salesmen, etc., will need to be accurate to meet the interpretation of the Act.

The making of false reports, statements, or other records, or failure to keep the required records, constitutes a violation of the Act. So do illegal hours, wages, or child labor. Penalties include a fine of \$10,000 or imprisonment for six months, or both. Violation of wages-and-hours provisions also involves the payment of double wages and of court costs. The child-labor provisions may also be invoked by the Children's Bureau. Employees or their representatives may bring civil suit. The Department of Justice may institute criminal prosecution.

We need not speculate on the effect on prices, delivery dates, or further modification of hours or wages by future sessions of Congress. It is sufficient to note at this time that labor cost is approximately 85 per cent of total cost and that the average wage in 1929 was about 30 cents an hour. American business has before it further adaptations, but less drastic than would be necessitated if the law embraced the exempted groups.

Briefly, the Walsh-Healey Act amended the Wagner Act to cover any contractor selling \$10,000 or more worth of goods to the Federal Government. The wages of such contractor were to be fixed by the Public Contracts Board. Some rates which have been set under this Act are: seamless hosiery, 35 cents an hour; men's raincoats, 40 cents; and men's hats, 67½ cents.

Space does not permit commenting upon the 1938 Federal Revenue Act except in a very cursory manner. The Act is entirely new, not a few amendments, as is often the

case. Nevertheless, indications are that the 1939 session of Congress will make significant changes or even rewrite it in the direction of lowering exemptions and increasing the surtaxes in the lower brackets, possibly with collection at the source, like the labor-union check-off on dues. The undistributed-profits tax is still with us. The provisions to prevent the "unreasonable" accumulation of surplus were strengthened. The burden of proof was shifted from the Treasury Department to the taxpayer. The corporation must be able to present records to show the purpose and the uses for that purpose of the surplus accumulated.

Inventory valuation by the last-in-first-out method was approved for smelters and refiners of non-ferrous ores and metals, producers of brass or copper products in first stages, and tanners.

What preparation should the accounting major be given in college, in view of the increasing demands being made upon him? That question has been answered through the American Accounting Association's study, which closely correlates with that made by the American Institute of Accountants.

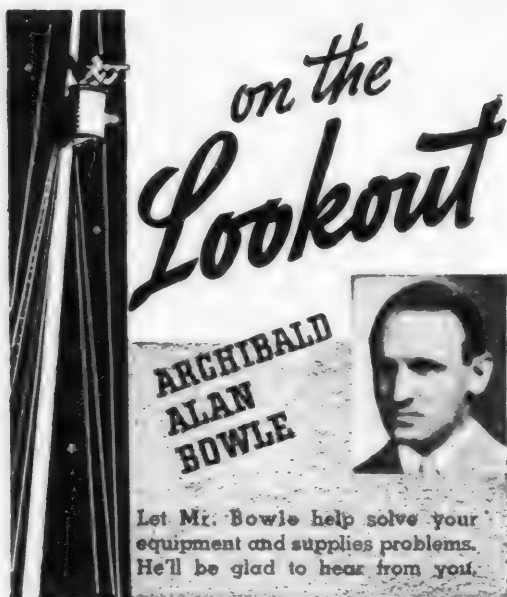
The accountant's background should include English composition and literature, economics, the sciences, government, and business courses such as finance, law, statistics, distribution, etc. The following studies in accounting are recommended.

<i>Subject</i>	<i>Credit Hours</i>
Elementary Accounting	6
Intermediate Accounting	6
Costs	6
Statement analysis	3
Managerial accounting	3
Auditing	5
Accounting systems	3
Tax accounting	3
C. P. A. problems	4
<hr/>	
Total credit hours	39

EDITOR'S NOTE—This is the last of the present series by Professor Prickett. Your comment on the series is requested.

MR. F. V. Unzicker, who was listed in the October issue as Director of Adult Distributive Education for the State of Oklahoma, writes that the State Superintendent of Public Instruction, Mr. A. L. Crable, is

Director of Trades and Industry for that state. Mr. Unzicker is organizing and teaching Adult Distributive Education groups in Oklahoma and is a member of the faculty of the Oklahoma A. & M. College.



on the
Lookout

**ARCHIBALD
ALAN
BOWLE**

Let Mr. Bowle help solve your equipment and supplies problems. He'll be glad to hear from you.

10 The Sta-Guide for vertical filing is made of high-grade pressboard and attached to a heavy steel stamped rod projection. The projection is slotted to fit any file drawer equipped with a follow rod and is designed to tilt only fifteen degrees each way to form a convenient space for easy removal or insertion of folders or records. This Barkley Sta-Guide seems to be an advantage over some of the old-fashioned ones that never stood upright. The metal tabs are always visible. The guides are made in both letter and legal size.

11 A unique carrying case for portable typewriters is made by the Portable Office Case Co. With this case you carry your office along with you, for there is an extra compartment for letterheads, envelopes, pens, and pencils. When this "lid" is raised, you have a neat desk pad opposite on which you may sign your mail. The Ambassador case is handy.

.....
A. A. Bowle November, 1938
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below
10, 11, 12, 13, 14, 15

Name

Address

12 Clear-Print is an indestructible stamp pad, using no cloth and no felt. The inking pad is a block of special wood, chemically treated to make it highly ink-absorbent. Thousands of capillary tubes within the wood hold a large quantity of ink and feed it with each impression of the stamp.

The ink dries instantly on the paper, without rubbing or smearing, but never dries within the pad. The impressions are water proof. The ink is non-sticky and the pad is therefore lint-proof. Clear-Print is made by Phillips Process Company.

13 "Murph-ease" is a new and exclusive type of spring construction for chairs. It assures maximum strength and comfort. The Murphy Company predicts that the new Murph-ease construction will add years to the life and appearance of their upholstered chairs. Nine coil springs and a three-bar construction is used. Resilient steel bars eliminate webbing and provide a strong foundation. Five-inch, double-cone coil springs are firmly joined to the bars. A special silencer pad prevents squeaks and reduces friction. Looks good to me.

14 A new lamp that cools as it lights, is the recent invention of E. G. Shinner. A four-bladed silent electric fan placed directly above the light bulbs, and wholly concealed by the shade, keeps the reader or office worker cool and, at the same time, provides excellent light. The action of the fan immediately dissipates the steady glow of heat generated by the light bulbs, preventing the heat from falling on the reader. I believe that Air-O-Lamp is a winner.

15 The Zenograph system of photographic reproducing has a new device for making perfect photographic copies of documents, without the use of a dark room. It can be operated in the office for reproducing copies of typed, written, printed, or drawn matter in less than three minutes and at a low cost. Copies are permanent, water-proof, and smudgeproof; the device has an automatic exposure timer and a paper trimmer.



The Secretary Makes a Club

ROBERT H. SCOTT

THE success of a club depends upon eight factors:

1. An efficient, agreeable, hard-working club secretary.
2. A conscientious, diplomatic president.
3. A definite program of club activities.
4. A program broad enough to attract every type of club member.
5. A program sufficiently varied to avoid becoming tiresome.
6. A financial program that will provide adequate funds.
7. The co-operation of club members.
8. Adequate publicity.

The secretary, by nature of his office, is practically the only club officer to have all the organization's business at his finger tips. In most cases, the entire responsibility for the development of the remaining seven factors rests on his shoulders.

Only a person who is orderly, responsible, and painstaking should be secretary of any club, large or small, formal or informal. Into his hands are entrusted most of the records and much of the routine business of the organization. Many a club has found, to its regret, that there are blank spots in its records, because of the carelessness of a secretary, and that important information has been lost for all time.

A good secretary must be a promoter who likes to see things done and a willing slave to the club. The secretary cannot look for public thanks, because the duties of the secretary are impersonal. After election he loses his identity. When he is mentioned during the meeting, he is not called by name; he is "the secretary." Resolutions are worded, "The secretary shall be instructed to do thus-and-so." (And how club members can instruct!)

Investigate the inside working of any successful club, and you will find, behind the success of that organization, the calloused

hands and furrowed brow of some one person who does most of the work.

This is not an indictment of the average club member. Things just work that way, and that is all there is to it.

Before a meeting, the secretary should prepare for the president a statement of the order of business. He should take to the meeting the roll of members, the minutes of previous meetings, a list of all committees and their members, and the by-laws of the organization. If neither the president nor the vice-president is present, the secretary presides temporarily.

Most club leaders aspire to high office, but the responsibilities of the secretary show that he is key man. Club members and club officers have a lot of respect for a good secretary. We present here a list of the secretary's official duties:

1. He keeps neat and accurate minutes of all club meetings in a permanent record book.
2. He reads the minutes of the previous meeting at each meeting held by the club.
3. He keeps an accurate roll of the members.
4. He carries on most of the correspondence of the club if there is only one secretary.
5. He sends or posts notices of club meetings, printed matter, etc., to the members of the club.
7. The secretary who also acts as treasurer accounts for all credits and debits against the club.
8. When a committee is named, the secretary provides the chairman with a list of the members and pertinent papers.
9. He notifies officers and delegates of their election or appointment and supplies them with credentials and other papers.
10. When a motion is offered that refers especially to the presiding officer, the secretary states the question and puts it to vote.
11. If the club has a treasurer (unless it is specifically stated otherwise in the by-laws), the secretary signs with the president all authorized orders on the treasurer.

A commercial club whose secretary can manage all that is bound to be successful!

Report on National Clerical Ability Tests

AFTER five years of experimental testing, a permanent clerical ability testing program was launched in May, 1938, by a Joint Committee on Tests representing the National Office Management Association and the National Council of Business Education. This is a brief report of the results of the 1938 testing and an announcement of tests for 1939.

Each sponsor of a 1938 test group has received a full report of results. No sponsor is told what the results were in any other school or center, but a sponsor can compare the work of his testees with that done by others. The Committee desires to avoid even the appearance of a contest.

There were twenty-three testing centers in a geographical area stretching from Omaha on the west to Boston on the east and from St. Paul and Cleveland on the north to Cincinnati and Pittsburgh on the south.

In these centers, 1,285 students from forty-five schools took the tests as follows:

Fundamentals	1,123
General Information	1,120
Typing	278
Stenographic	547
Bookkeeping	270
Machine Transcription	62
Filing	64
Machine Calculating	64

Thus it will be seen that a total of 3,528 tests were given.

A total of 355 certificates were awarded, as shown in the table:

Test	Percentage		
	Number of Testees	Number of Certificates	of Successful Testees
Stenographic	547	136	24.8
Typing	278	89	32.0
Bookkeeping	270	80	29.6
Machine Transcription	62	18	29.0
Filing	64	15	23.4
Machine Calculation ..	64	17	26.5
TOTALS	1285	355	27.6

The Committee is pleased with the results and believes that no teacher need feel discouraged. The results in 1938 were better

than those in 1937. This doubtless is the result of greater emphasis on the types of work on which the tests are based—on the development of composite occupational skills instead of simple, elemental, operating skills or mere knowledge about business. For example, results in the bookkeeping test were 100 per cent better than in the previous year. Substantial (but smaller) gains are noted in other tests.

Now that the nature of the tests is better known, it should be possible to prepare for them more successfully. Since the tests are made up of samplings from the jobs covered, specific preparation for them is not open to the same criticism that is leveled against "coaching" or "cramming" for tests of other kinds. If your students can do the things required in the tests, it is likely that they can do what actual jobs will require of them.

May 24, 25 and 26 have been tentatively chosen for the 1939 testing program, but these dates may be changed if the sponsors of groups taking the tests prefer other dates and communicate with the Committee before final arrangements for giving them are made.

These Clerical Ability Tests may be taken by anyone who believes he is qualified to take them if he registers for them in due time, pays the fee, and is on hand at the designated center where the tests are given. Students in public and private schools and colleges normally will be enrolled through their teachers. Others usually may obtain information about the tests from the heads of local high school business departments or from the Joint Committee on Tests, 16 Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.

Teachers and others who would like more detailed information regarding these tests and the steps to take in using them should communicate with the Committee at the above address—*Frederick J. Nichols, Graduate School of Education, Harvard University, President of the National Council of Business Education.*

Motion Pictures

FOR BUSINESS EDUCATION

LAWRENCE VAN HORN

DEPARTMENT OF THE INTERIOR, Division of Motion Pictures, Office of the Secretary, Washington, D. C. 16mm. and 35mm. silent and sound, free loans or through purchase. Borrower pays transportation charges.

A 16mm. reel is 40 per cent as long as a 35mm. print of the same subject, but requires the same projection time—about 11 minutes for a full sound reel and 15 minutes for a silent reel. A full 16mm. reel is 400 feet; a full 35mm. reel 1,000 feet.

A very large assortment of films pertaining to industries, geography, and national and state parks is available. For complete listings see their catalogue "Motion Pictures."

Indian Villages of Antiquity. Sound. 16mm., 743 ft.; 35mm., 1,856 ft. Pueblo Indians.

Rebuilding Indian Country. Sound. 16mm., 1,329 ft.; 35mm., 3,323 ft. General American Indians.

Where Trade Winds Blow. Sound. 16mm., 297 ft.; 35mm., 742 ft. C.C.C. activities in the Virgin Islands.

In the Wake of the Buccaneers. Sound. 16mm., 383 ft.; 35mm., 958 ft. St. Thomas.

Sugar. Sound. 16mm., 724 ft.; 35mm., 1,811 ft. Rebuilding an island industry.

Old Danish Sugar Bowl. Sound. 16mm., 356 ft.; 35mm., 889 ft. Travelogue.

White Sands National Monument. Sound. 16mm., 378 ft.; 35mm., 945 ft. New Mexico.

C.C.C. in Great Smoky Mountains National Park. Sound. 16mm., 387 ft.; 35mm., 968 ft.

Glimpses of National Parks (Parts 1 and 2). Silent. 16mm., 756 ft.; 35mm., 1,891 ft. A trip through the various National Parks. (There are 17 other films in the group in 16mm. size, of which 11 can also be obtained in the 35mm. size. Each subject pertains to a particular National Park.)

State Parks. Sound. There are 19 subjects in this group, obtainable in both 16mm. and 35mm.

Individual subjects pertain to particular State Parks.

State Parks. Silent. There are 7 subjects obtainable in 16mm. size, of which 5 are also obtainable in 35mm. size.

Help by the Carload. Sound. 16mm. and 35mm., 2 reels. Work of the Government Printing Office.

The Land.—To Have and To Hold. Sound. 16mm. and 35mm., 2 reels. Farm Credit Administration story on farm loans.

The Protected Valley. Sound. 16mm. and 35mm., 2 reels. Muskingum Watershed Project, Ohio.

THE BERMUDA TRADE DEVELOPMENT BOARD, 500 Fifth Ave., New York, N. Y. Free loans, user pays express charges both ways.

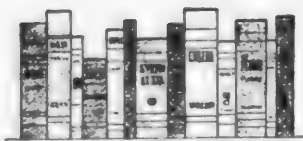
Bermuda—Coral Isle of the Atlantic. Silent. 16mm., 3 reels, 45 minutes. Travelogues taken in the Bermuda Islands. (Also available in 1 reel. 15 minutes. Contains the most entertaining part of the longer film.)

DOLLAR STEAMSHIP LINES AND AMERICAN MAIL LINE, 29 Broadway, New York, N. Y. Free loans, borrower pays transportation both ways.

This company is equipped to furnish complete 16mm. (non-inflammable) portable sound apparatus and screen, in charge of a competent operator, for presentation within a limited radius of New York, Boston, and Washington.

Cruising the Seven Seas. Sound. 16mm., 4 reels, 80 minutes. A cruise around the world, depicting many of the human-interest scenes of native life in foreign countries. Sound-story by Alois Havrilla and incidental music accompany the picture.

South to Zamboanga. Sound. 16mm., 4 reels, 80 minutes. Adventure among the fascinating islands of the southern Philippines, including Ilo Ilo, Zamboanga, and Cebu. Story narrated by Cliff Engle.



Your Professional Reading

JESSIE GRAHAM, Ph.D.

Let Dr. Graham's authoritative reviews guide your professional reading. She is constantly on the lookout for new books, articles, and tests on business education.



Listen Little Girl Before You Come to New York

By Munro Leaf, Frederick A. Stokes Company, New York, 1938, 197 pp., \$1.50.

Mr. Leaf, who is best known for his books for children (including the story of Ferdinand, the bull), has written in the same delightful style a practical and sensible volume for older readers.

He visualizes every girl in the country nursing a longing to go to New York and addresses his book to these city-struck "little girls." He has collected figures and facts to help the girls gauge their possibilities for success in various occupations. Throughout the book there is a "subdued theme song which might flippantly be called *Find a Man*" as a common angle to all occupations for girls.

The occupations open to girls are classified under the headings *beautiful*, *brainy*, and *nice*, indicating the outstanding characteristics needed.

Teaching and stenography are occupations filled by *nice* girls, defined by Mr. Leaf as "those women who have the courage and the fortitude to earn their own way though they have no outstanding gifts or talents that would have predetermined their choice of an occupation." He does not intend his classifications—*beautiful*, *brainy*, *nice*—to be exclusive. Mr. Leaf says that nothing makes a woman more fighting mad than to be called "nice."

Under each occupation, information about general conditions of work, how to apply, range of salary, and other items is included.

We like this paragraph:

"Even with the stenographic and secretarial fields as crowded as they are, it is my personal opinion that the training is a valuable asset to any girl who hopes to get ahead in almost every line

that we have covered in this book. Fashion models have held their jobs because they could type, and magazine executives have been secretaries who had a bright idea after they learned their way around the office."

Day-dreaming young girls will find the chapter on living conditions wholesome. They will learn that the roomy and comfortable surroundings of home cannot be duplicated in New York on beginner's salaries.

This book brings reality into the girl's dream of getting a job in New York. It is written in a style that brings a chuckle, even in frankly statistical parts.

Johnny Get Your Money's Worth (and Jane, too!)

By Ruth Brindze, The Vanguard Press, New York, 1938, 230 pp., \$2. Illustrated by Emery I. Gondor.

Did you know that roller-skate wheels should be not less than a half inch and not more than a full inch wide? Such information as that—practical, valuable, usable *right now*—should endear this book to children, who will read because they want to know, although they may never have heard of consumer education.

The reader may disagree with such statements as this: "It is not the storekeeper's job, and not the manufacturer's, to help customers to buy wisely."

But he cannot help enjoying the consistently sympathetic attitude of the author, as exemplified in the chapter on "What You Need to Be Good-Looking": "If you have freckles, you may be the type that looks more attractive with them than you would without."

Yes, there is balm in Gilead!

—D. M. J.

Four Hundred Million Customers

By Carl Crow, Harper and Brothers, New York, 1937, 317 pp., \$3.

Amusing, entertaining, informative, fascinating—all of these adjectives apply to this Harper "find."

It is the story of Carl Crow's experiences as an advertising man in Shanghai and his observations about human nature in China.

Buying and selling habits are described and illustrated with anecdotes from Mr. Crow's personal experiences.

This book would make a desirable reference book for salesmanship or advertising classes. Indeed, it would be valuable for any study of the Chinese people or of human nature in general.

Tests In Business Education

By Dr. David Segal and Dr. Kenneth B. Haas, Business Education Service, U. S. Of-

Office of Education, Department of the Interior, Washington, D. C. Mimeographed. Free.

The Study Hall in Junior and Senior High School

By Hannah Lagasa (University of Chicago High School), The Macmillan Company, New York, 1938, 190 pp., \$2.

Dr. Hall-Quest makes these pertinent comments in his introduction: "In most schools, the study hall is an administrative device whereby pupil accounting is safeguarded, the study hall being a sort of stockyard into which the pupils are herded at certain hours of the day, checked and watched over by a 'supervisor.' . . . The study hall is a catch-all, euphemistically and hopefully given a name which falsely symbolizes its real meaning."

The belief that independent study by the pupil is not a part of modern education is erroneously held by some teachers. The study hall should not be "falsely" named. It should be a place of independent work, and it will be, if Miss Logasa's suggestions are followed.

Miss Logasa has collected data about the conduct of study halls. She presents many ideas, and the reader may take his choice of plans he will follow.

The book is impressively practical. It could not have been written by anyone who has had no experience with study halls. No detail is too trifling for discussion.

The instructions given to pupils in the University of Chicago High School Library Study Hall are reproduced. There are, also, a concentration graph, suggestions for a slip to be handed silently to the unruly pupil, and other practical helps.

Two chapters are devoted to helping pupils study; and two, to pupil behavior.

This book is as helpful to the classroom teacher as to the study-hall supervisor.

Improving Instruction

Supervision by Principals of Secondary Schools

By Thomas H. Briggs (Teachers College, Columbia University), The Macmillan Company, New York, 1938, 587 pp., \$2.50.

Supervision with the accent on *vision* is the concept held by Dr. Briggs. Although the supervisor may need to patch, here and there, "the procedures of the teachers who are mechanically minded and satisfied, he should never forget that the greatest opportunity lies with those who have already manifested superior qualities." Inferior or superior, teachers must be helped to grow in professional effectiveness.

Dr. Briggs emphasizes the constructive rather than the critical side of supervision. He believes that the most useful work of the supervisor is not simply the correction of teaching techniques, but the promotion of professional effectiveness in all school activities. To this end he explains how supervision may be handled by the school principal, how the supervisory work may be organized as part of the regular school program, and how the results of supervision may be measured and evaluated.

Dr. Briggs presents "in large outline a program for the continuous responsibility of improving instruction, consistently based on clearly stated principles." He feels that this is ultimately more important than a series of practical suggestions.

A good case for supervision is made. Teachers cannot be "trained" once for all. They must grow. "If a teacher is prepared like a machine, he will tend to act like a machine, doing his work satisfactorily only when the situation he was adjusted to meet is unvarying. . . ."

Supervision that gives proper direction and each year adds something to the growth of every teacher in effectiveness is fully justified.

Types and means of supervision, teachers' relations to supervision, principles of supervision, supervisory conferences, teachers' meetings, supervisory experimentation—these and many more topics are discussed.

Those who have had the privilege of taking courses with Dr. Briggs will relive stimulating and inspiring experiences when reading this book; especially the chapter on the "Golden Rules" of education. Dr. Briggs presents two golden rules and devotes several pages to pointing out their many implications. The rules are (1) the first duty of the school is to teach pupils to do better the desirable things that they will do anyway, and (2) another duty of the school is to reveal higher activities and to make them both desired and maximally possible.

This book is the result of twenty years of development of a university course on the improvement of instruction in secondary schools. Reading it is the next best thing to taking the course from Dr. Briggs.

Public Affairs Pamphlets

Issued by Silver Burdett Company, New York (or office nearest to purchaser), paper-bound pamphlets, about 12 issues a year, 10 cents each, with quantity discounts.

These pamphlets are prepared by the Public Affairs Committee, an organization devoted to the study of national problems.

They present pertinent data in concise form. The text is illustrated with modern and attractive graphs.

Recent pamphlets concern credit for consumers; doctors, dollars, and disease; why women work;

how we spend our money; can America build homes; your income and mine; and youth in the world of today.

The accompanying *Headline Books* are published by Silver-Burdett for the Foreign Policy Association. They sell for 25 cents each.

Complete lists of these pamphlets may be obtained from the publishers.

Experience and Education

By John Dewey, *Volume X in the Kappa Delta Pi Lecture Series*, The Macmillan Company, New York, 1938, 116 pp., \$1.25.

A little knowledge about progressive education is a dangerous thing. Teachers who have only a hazy idea of the principles underlying progressive education make absurd statements about it. They may watch one attempt based on half knowledge and conclude that the basic ideas are

all wrong. As a consequence, they revile progressive education because they think there is no teacher planning and no pupil work.

It is such an easy matter to be informed about the principles of progressive education that ignorance about them is inexcusable. John Dewey, the philosopher who is so often quoted and misquoted, has written a clear statement of these principles and of the contrast between progressive and traditional education.

Some people say that John Dewey's writings are difficult to read—probably because much thought content is included in each sentence. But critics cannot possibly contend that this book makes arduous reading. While the rich thought content is present, the language is simple and clear.

Under the "progressive" education sponsored by John Dewey, teachers plan and pupils work; and real education takes place because the pupils' experiences are meaningful to him.

Statement of the Ownership, Management, Circulation, Etc.

Required by the Acts of Congress of August 24, 1912, and March 3, 1933

OF THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at New York, N. Y., for October 1, 1938.

State of New York }
County of New York } ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York, N. Y.; Managing Editor, Clyde I. Blanchard, 270 Madison Avenue, New York, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; John Robert Gregg, President, 270 Madison Avenue, New York, N.

Y.; Guy S. Fry, Secretary-Treasurer, 270 Madison Avenue, New York, N. Y.; Edmund Gregg, 6 North Michigan Avenue, Chicago, Illinois.

3. That the known bondholders, mortgages and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is _____ (This information is required from daily publications only.)

Guy S. Fry
Business Manager

Sworn to and subscribed before me this 30th day of September, 1938.

(Seal) Harriet P. Banker
(My commission expires March 30, 1940.)

Consumer Education Notes

RAY G. PRICE

Assistant Professor of Commercial Education, University of Cincinnati

THE Institute for Consumer Education was inaugurated by Stephens College, Columbia, Missouri, in September of this year. The Institute, backed by a million-dollar endowment, plans to gather, interpret, and disseminate all available information and facts pertaining to consumer problems.

The following statement, in a pamphlet explaining the aims of the Institute, sums up the reasons for this worth-while undertaking:

Just as there is a science of production, so also there is a science of consumption. The good living of the individual and the general welfare of the community depend upon both. But, while much attention has been devoted to the matter of efficient production, very little has hitherto been directed to the practice of effective consumption. It is as a means of contributing to the development of this neglected field that the undertaking has been launched.

This is undoubtedly the most extensive program of consumer education that has been undertaken by any single educational institution.

Here's Where Your Money Goes

Significant facts about America's earning and spending habits are beginning to appear. The Bureau of Labor Statistics and the Bureau of Home Economics have undertaken the enormous task of collecting the facts.

The report covers non-relief families living in 32 representative cities in different parts of the country in 1935-1936. The total family expense is divided among 15 groups of consumer goods and services.

Out of the study came such interesting facts as these:

In the upper income brackets, the automobile has in some sections displaced clothing from its position in third place on the budget. In the small cities of New England, only 8.7 per cent of the dollar goes for clothing, while the automobile gets 12.5 per cent. Atlanta, Georgia, consumers spend 12.7 per

cent on their automobiles; clothes require 11.4 per cent. You can judge a man not by the clothes he wears but by the car he drives, in New England and Atlanta.

Seven times as much money is spent for tobacco by all groups (except the high-income classes) as is spent for education. Perhaps we should revise our budgets and include tobacco as a necessity along with food, housing, and automobile.

Pennsylvania Joins Up

Dr. Lester K. Ade, superintendent of public instruction of Pennsylvania, the second most populous state in the Union, recently announced that a plan was being formulated to include a course in consumer education in every public school in the state.

Dr. Ade stated, in the *American Consumer* for July, 1938:

The modern market offers a range of selection that is tremendously enlarged, making intelligent purchasing judgment difficult. Consumers are often guided in their market choices by advertising, salesmanship, propaganda, and social pursuit, rather than by the exercise of their own good judgment.

Because the average man received little education in school about consumer education and finance; he is inclined to act without reflection, and to spend months or years in making a few thousand dollars, which he will invest in a few minutes.

Grades on the Can

An interesting report has recently been released by the Consumers' Counsel Division of the Agricultural Adjustment Administration. This 23-page bulletin explains the operation of the Canadian grade labeling of canned fruits and vegetables. Typical of some of the statements made by canners, wholesalers, and retailers is the following:

I cannot imagine conducting a canning business without Government grades to assure fair competition. . . .

You've got something there, Canada! The only grades we know are on report cards.

School and Personal News

MISS MARY F. MOONEY, supervisor of texts and libraries in the San Francisco Public Schools, retired on October 1, at the height of her success.

Miss Mooney's career was made the subject of extended laudatory comment at a recent meeting of the Board of Education, when Commissioner William F. Benedict sketched the forty years of service that Miss Mooney has given to the public schools, first as a teacher at the Commercial Evening School, then as vice-principal of the Washington Grammar School, and since 1924 as supervisor of texts and libraries.

No reference to Miss Mooney would be complete without a testimonial to her genius as an organizer, and her singleness of purpose, through which the Bureau of Texts and Libraries was brought to its present state of perfection. Miss Mooney brought to the Library Bureau a native ability to get things done.

She was instrumental in organizing the San Francisco Classroom Teachers and was its first president. She has been active in discharging her professional responsibility in both state and national educational associations.

JOHN J. GRESS, formerly director of the commercial department, Bloomsburg (Pa.) High School, has joined the faculty of Hofstra College of New York University, at Hempstead, New York. Dr. R. N. Tarkington is in charge of business education at Hofstra College.

MR. J. WESLEY KNORR succeeds Mr. Gress as head of the department at Bloomsburg. Both Mr. Gress and Mr. Knorr have contributed to the *BUSINESS EDUCATION WORLD*, Mr. Gress as a prize winner in the 1936-37 essay contest for teachers, and Mr. Knorr as co-author of a series of articles on duplicating technique.

JOSEPH W. RIORDAN has joined the faculty of Worcester (Massachusetts) State Teachers College, as instructor in education. He was formerly head of guidance and personnel work at Tuckahoe (New York) High School and vice-president of the Tuckahoe P.T.A.

Mr. Riordan holds degrees from Holy Cross College, Worcester, and Fitchburg State Teachers College.

A MAJOR in business education is now offered by New Jersey State Teachers College, Montclair, under the direction of Professor Francis R. Geigle.

This college is performing an excellent service in providing visual aids for loan to New Jersey high schools.

STRICKLER'S Topeka Business College, one of the oldest business schools in Kansas and Middle West, established in 1885, has just installed 150 new noiseless typewriters. The school has also recently installed a public address system and a switchboard with telephones connecting all the classrooms.

When the income tax law was passed, Strickler's was one of the first schools to adopt a system of training for students on income tax accounting, and each year the latest laws are embodied in the course. M. H. Strickler is president of the college. S. J. Shook is business manager.

A FOUR-YEAR course leading to the degree of bachelor of science in secretarial administration is now offered by Queens-Chicora College, Charlotte, North Carolina. In his announcement, Dr. William H. Frazer, president of the College, said that the new course had been organized to meet the increased demand for high school teachers of commercial science and also to provide cultural as well as technical preparation for stenographers and secretaries.

Miss Mary H. Inglis, director of the School of Business, will also be head of the department of secretarial administration. Miss Inglis holds degrees from Woman's College of the University of North Carolina and from the University of North Carolina. Miss Thelma B. Edwards, of Bogue Chitto, Mississippi, is an instructor in the new department. Miss Edwards is a graduate of the University of Mississippi.

KENT STATE UNIVERSITY, Ohio, has announced a graduate program for teachers of business subjects in secondary schools. Professor Arden L. Allyn, acting dean of the college of administration, is in charge. Courses are offered for teachers of accounting and social-business subjects, selling and merchandising, and stenography and typing.

A FULL-TIME department in business education has been established at George Peabody College, Nashville, Tennessee. Summer-session courses for commercial teachers have been offered for some time.

E. N. Bailey, formerly of Shawnee High School, Louisville, Kentucky, is in charge. He holds degrees from Leland Stanford University, California, from Bowling Green College of Commerce, and from George Peabody College.



Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

Actual Business Letters

Banking and Financial Correspondence

Mr. Wade H. Griffin
1229 Portland Avenue
Louisville, Kentucky

Dear Sir:

Please accept²⁰ my personal thanks for the new checking account you opened with us today. I speak for the whole institution¹⁰ in saying that we appreciate your business and anticipate long, close, and mutually satisfactory⁶⁰ relations with you.

As you probably know, we operate under one of the oldest trust company charters⁸⁰ in the state, and have made a gratifying record as executor and trustee under wills, as trustee¹⁰⁰ under special funds created by living customers for themselves and others, as financial agent, and in¹²⁰ all other trust capacities.

We also have a savings department and a department for certificates¹⁴⁰ of deposit.

Our safe deposit department has a private safe in its vaults ready for your use whenever¹⁶⁰ you desire to rent a box, and you will find the coupon room service highly efficient.

Our real estate¹⁸⁰ department is equally well equipped to handle any transactions in its line.

We feel that as a checking²⁰⁰ depositor of ours you are entitled to the best service which can be rendered you by every department²²⁰ of the institution, and we hope that you will consult us freely and frequently.

Yours very truly, (239)

Mr. David H. Knott
General Motors Building
Detroit, Michigan

Dear Mr. Knott:

If you have a client²⁰ who needs additional capital in his business or one who wishes to purchase outright or purchase an⁴⁰ interest in a going concern in any line of business in any part of the United States, we can⁶⁰ usually supply his wants, for we are in touch with *bona fide* opportunities of this kind throughout the⁸⁰ country.

In the folder enclosed you will see that the scope of our organization is very broad.

We hope that¹⁰⁰ you will call upon us whenever we can be of service.

Cordially yours, (114)

Big Business

A few simple facts reprinted, by permission, from a series of advertisements published last year by the Bank of New York

THE GREATEST economic superstitions of this generation cluster around the words "Big Business."

What a²⁰ curious fact that so many users of the automobile, refrigerator, radio, telephone and⁴⁰ thousands of other incidentals of American life do not stop to think that business—big and little—has⁶⁰ been responsible for great and continuing advances in our standards of living, the benefits of which⁸⁰ have extended to the humblest homes.

Business creates jobs, reduces the cost of goods, provides tax revenues, and¹⁰⁰ promotes new discoveries and inventions. Without productive enterprise there can be no wages, taxes,¹²⁰ national budgets, or security. Failure to understand this is costly to all. Fortunately, larger sections¹⁴⁰ of the public are beginning to realize that the public interest coincides with private business¹⁶⁰ interests and that the masses enjoy the greatest benefits when conditions are favorable for the¹⁸⁰ profitable operation of business and industry.

MORE INCOME TO MORE PEOPLE

Since 1850, the average wage rate in²⁰⁰ American industry has increased five hundred per cent. Even allowing for increases in the cost of²²⁰ living, the "real wage"—that is, the purchasing power of labor in terms of goods—has approximately doubled²⁴⁰ since 1900.

The worker has also been receiving a steadily increasing proportion of the total²⁶⁰ income available. In 1900, wage and salary payments represented only fifty-three²⁸⁰ per cent of the national income. By 1934, the figure had increased to sixty-seven³⁰⁰ per cent of national income. Taking

the manufacturing industries alone, the percentage of income³⁰⁰ paid in wages and salaries amounts to eighty per cent.

If all the profits of all the corporations that³⁴⁰ reported for income tax purposes in 1935 had been turned over to workers instead³⁰⁰ of to stockholders, the resulting increase in wages would have been less than eight per cent.

Industry has done more³⁰⁰ than pay workers out of its income. In times of stress it has paid them out of its deficits. In the three years ended⁴⁰⁰ 1932, American business paid out twenty-four billion dollars more than it took in¹²⁰—paid from its savings of preceding years—thus making by far the greatest contribution toward sustaining public⁴⁴⁰ purchasing power during the depression.

The American system of private industry and business, although⁴⁶⁰ it has its faults, has nevertheless distributed more income to more people than any other system in⁴⁸⁰ the history of the world.

MACHINES MAKE JOBS

The increasing use of machines in industry has not destroyed jobs. It has created⁷⁰⁰ them.

When automobiles were made virtually by hand and the price was high, few people were employed in the⁸²⁰ motor business. But as mass production methods reduced prices and expanded the market, employment increased.⁸⁴⁰ Today the motor industry, directly or indirectly, accounts for the employment of one person out⁸⁶⁰ of every six at work in this country.

Higher wages have always followed increasing use of machines. When⁹⁰⁰ the United States was using \$23 worth of machinery per capita, Great Britain was using⁹²⁰ only \$10 worth and paying one-third the American wage. Germany was using \$9 worth⁹²⁰ and paying one-fourth the American wage. China was using 5 cents worth and paying one-twentieth the⁹⁴⁰ American wage.

It costs American industry approximately \$8000 in capital⁹⁸⁰ investment to buy the machinery and tools needed to provide a job for each worker. In some industries such⁹⁸⁰ as railroads, the capital investment per worker is as high as \$26,000.

Eighteen of the¹⁰⁰ major industries of today have been wholly developed since 1880. They would not be in¹²⁰ existence except for technological advancement. Those eighteen new industries today account, directly or¹⁴⁰ indirectly, for the employment of one out of every four people at work in the United States.

MORE FOR LESS

All⁷⁰⁰ workers are also consumers. If the cost of goods can be cut in half, a worker's purchasing power has been doubled,⁷⁸⁰ even though his money wages remain unchanged.

The increasing efficiency of private industry has⁸⁰⁰ brought within reach of the masses things that used to be luxuries for the rich. Ten years ago a mechanical⁸²⁰ refrigerator cost \$400. Today the price is \$160. Electric clocks which⁸⁴⁰ used to cost \$15 now cost \$4. When the motor industry made only 100,000⁸⁶⁰ vehicles a year, the average price of a car was \$2,000. The present price of a far superior⁸⁸⁰ automobile is less than \$700.

Similar reductions have been achieved in the prices⁹⁰⁰ of hundreds of other articles. Such re-

ductions are equivalent to an increase in the workers' income.⁹²⁰ Combined with actual increases in dollar wages, they have resulted in a tremendous improvement in⁹⁴⁰ the American standard of living.

For instance, in 1914 the average factory worker⁹⁶⁰ had to work eleven and one-half hours to obtain enough money to buy a hat. In 1936,⁹⁸⁰ three and one-half hours of work bought him the same hat. It takes him only half as many hours of work today as it¹⁰⁰⁰ did in 1914 to purchase his clothing. The house furnishings that he had to work 40 hours to¹⁰²⁰ get in 1914 cost him only twenty-eight hours of labor in 1936. A¹⁰⁴⁰ study made in 1936 of twenty leading machine-made articles showed that a worker could¹⁰⁶⁰ buy them all for only thirty-seven per cent of the work hours it cost him in 1914. (1079)

MAN OVERBOARD!—Part III

Adventures in deep-sea diving by the man who holds the record of walking on bottom at 420 feet . . . as told to Jack Redding

By MAX GENE NOHL

Reprinted from "This Week Magazine" by special permission of author and publishers

It was near the end of our attempts on the Dwight that Captain John Craig mentioned a reel he was planning that called for²⁰ a self-contained* diving suit. He had to get hold of one, and since I had my own suit on the boat I showed it to⁴⁰ him.

After the failure* on the Dwight, I came back to Milwaukee,* discouraged and disgusted. Several months later,⁶⁰ I received an excited call from Captain Craig. He explained that he was going to take part in the salvaging⁸⁰ of the Lusitania. Would I like to help him? He wanted me to help him develop* the self-contained diving¹⁰⁰ suit for deep-water work, and offered* to finance my experiments.

There were a lot of tough problems to overcome.¹²⁰ The Lusitania sank in three hundred twelve feet* of water. That was deeper by six feet than the record¹⁴⁰ set by Frank Crilly, United States* Navy diver, in 1915, when he tried to salvage the submarine¹⁶⁰ S-4.

One of the great problems we had to face was that of decompression. At two hundred forty feet, the depth¹⁸⁰ of the Lusitania's decks, the decompression time is about four and a half hours for one hour of diving.²⁰⁰ The decompression time had to be lessened.

Another problem, which ties right in with decompression, was the bends,²²⁰ or caisson disease, a diver's chief danger. When nitrogen* and oxygen* are pumped into his system under²⁴⁰ the tremendous pressure of deep-sea diving, he must also allow the gases to come out before he returns²⁶⁰ to normal surface pressure. If he doesn't he gets the bends—nitrogen bubbles forming in his blood and tissues.²⁸⁰ This causes acute pain, paralysis,* and even death.

After I carefully studied every known gas,³⁰⁰ helium seemed to me ideal to use in place of

nitrogen. The story of my study leaked out and I had³²⁰ a telephone call from Dr. Edgar End, of the Marquette University School of Medicine, who had been³⁴⁰ doing laboratory work on guinea pigs under great pressure. He suggested that I work with him.

We put³⁶⁰ guinea pigs through terrific pressure with helium and oxygen and they didn't get the bends. Then, with Dr.³⁸⁰ End and Captain Craig, I turned guinea pig. In a grueling series of experiments, Craig and I sat in Fisher's⁴⁰⁰ recompression chamber and breathed helium and oxygen under pressure. At one time we were under a⁴²⁰ pressure of forty-four pounds* a square inch,* for which the normal nitrogen-oxygen decompression time would be⁴⁴⁰ forty-seven minutes. Craig and I were out in two minutes. A few months later we made a series of test dives⁴⁶⁰ in Lake Michigan and finally I went down three hundred feet and stayed quite a while.

It was then that a radio⁴⁸⁰ company asked me to broadcast my next dive. The Coast Guard placed the one hundred twenty-five foot patrol boat⁵⁰⁰ Antietam at our disposal.*

When Dr. End gave the word to hoist me out and over the side of the cutter at⁵²⁰ 12:41 in the afternoon, I was all set to go farther below the surface than a man had ever⁵⁴⁰ gone before in a diving suit. I've Vestrem, my "bear," tending the lines, sang out into our telephone the depths as⁵⁶⁰ I went down—one hundred feet—one hundred fifty feet—two hundred. But here the descending line fouled. I had to be hauled⁵⁸⁰ back up. Then I descended again.

I reached one hundred feet—the S-51 sank at this depth, with two score men⁶⁰⁰ aboard. Vestrem's voice came through the phone: "One hundred ten feet"—that was the depth of the Dwight; "two hundred twenty feet"—that's⁶²⁰ the depth of the Merida, which I'm planning to salvage this year; "two hundred forty feet"—I would now be touching⁶⁴⁰ the upturned side of the Lusitania; "three hundred six feet"—that was Crilly's record; "three hundred sixty feet"⁶⁶⁰—the depth to which I had planned to go.

Dimly I could hear Vestrem say "Four hundred feet." I called "Lower Away?" Then⁶⁸⁰ I was on the bottom, seventy fathoms below the Antietam—four hundred twenty feet down, one hundred fourteen⁷⁰⁰ feet deeper than* a man had ever gone before in a diving suit. I prowled around in the muck and spent some⁷²⁰ ten minutes before I called up the order, "Hoist away!"

And here I am at thirty feet. My feet are cold. All I⁷⁶⁰ can do to keep my blood circulating* is to paddle my hands and feet. It's at times like this I wonder why I⁷⁸⁰ didn't become a lawyer in my father's office. Why did I ever want to be a deep-sea diver?

The only⁸⁰⁰ answer I know lies in a book in my room at home, the first book that I owned as a kid. When you pick it up,⁸²⁰ it falls open automatically* at the much-thumbed chapter entitled* "The Wonders of the Deep." (818)

(The end)

Helping Your School

YOUR SCHOOL is your larger self. You and your associates influence each other. You develop

an atmosphere;²⁰ you set standards for each other; you arouse interests and stimulate ideals. In your school you form the⁴⁰ associations of a lifetime. From among your schoolmates you are likely to select your wife or your husband and⁶⁰ in later years your business or political associates. If your school has a good name you share in that name.⁸⁰ If you and your fellow students take pride in reflecting honor upon your school, the standing of your school will be¹⁰⁰ a source of strength in your life. Your school is what you make it. If during your school days you stand for the best things in your¹²⁰ own life and among your associates—talk about them, dream about them, think about them, plan for them—that school will¹⁴⁰ be a power in the making of your your mind. (147)—Joy Elmer Morgan in the *Journal of Business Education*.

Brief-Form Sentences

For Review on Chapters One to Three

Chapter One. This will aid them in the end. Will they take your ticket with them? What day did those men come into the country? When my²⁰ time is like that; all will be well. Where were you at that time of day? This meal is not what I would like it to be. Did⁴⁰ all of them like the other date? (46)

Chapter Two. Most of the people were very much elated over his victory. The public will not favor such a system.²⁰ He says that you must not underrate the first part of the matter. She always did her work thoroughly. He will⁴⁰ publish this plan because he is against it. The name of another woman will be given in the next letter.⁶⁰ I also got many presents this morning. Nothing will happen between Fred and Sam until Dick comes. Let him tell⁸⁰ you about the big party he gave. (86)

Chapter Three. Will you state the purpose of these small orders from the doctor? I told you to call on him and talk over the²⁰ general situation. It is possible that he went there with the belief that he was helping the girl. The business⁴⁰ man was glad that he could receive the goods which he desired during the course of the day. If you really want⁶⁰ to help in this situation you must tell where he went. All the children should prepare papers giving their opinions⁸⁰ on that subject. I will send the flour by express. (89)

Graded Letters

On Chapter Seven of the Manual

Dear Sir:

As I asserted before, I am firmly convinced that no one person can repair all the harm that the²⁰ blizzard did to your barnyard, no matter how large his resources may be and no matter how expert he may be.⁴⁰ There is more than the normal amount of work to do on the repairing of the barn near the wharf, because it is⁶⁰ nearer the water and it is harder to get at the work. Also, it will be hard to get mortar that will harden⁸⁰ in the water, and you will need an assort-

ment of cords to tie up the corn that was spoiled by the storm. I need¹⁰⁰ not warn you again that if it becomes warmer suddenly, this corn will become wormy.

After a thorough survey,¹²⁰ I find I cannot give you the right kind of service for less than \$875, if I am¹⁰⁰ to maintain a fair margin of profit, as any dealer should. I have no desire to extort money from you¹³⁰ by alarming you into giving me the work. You asked for my terms, and this is the lowest price at which I can¹³⁰ guarantee to equal or surpass the standard that I have set for this sort of work.

I was very glad to hear²⁰⁰ that you emerged from your lawsuit with a victory in the higher court, as well as in the lower court. I have²⁰ been nervous about this matter. Although the surgeon testified that the cartridge found in the yard did not fit any²⁰⁰ modern gun that you own, I feared that the higher court might reverse the finding of the lower court and decide²⁰⁰ that your servant did own a gun of the pattern that used those cartridges. Now I see that it was not worth worrying²⁰⁰ about, but I did not like to see you in such a hazard of a heavy fine through no fault of your own.

When³⁰⁰ the court adjourned the first day, it looked as though you were really in jeopardy of having to pay the fine, but³²⁰ that was because the judge's attention had been diverted from the pertinent facts.

Very truly yours, (339)

Graded Letters

On Chapter Eight of the Manual

Dear Mr. Brown:

At the next meeting of our organization, which, as usual, will be held the first Tuesday³⁰ in the month, we shall elect a new director to take the place made vacant by the death of Joseph Forest, of⁴⁰ Duluth.

Will you do your utmost to be present at the meeting?

In case you cannot come, we should be pleased to have⁶⁰ you appoint a proxy to cast a vote for you.

Yours truly, (71)

Dear Mr. Fiske:

We have just received a new lot of furniture for our regular fall sale. Our buyer has picked²⁰ up some of the finest pieces we have had in years. The styles are the latest and the cost is within the reach of⁴⁰ the average purse.

No one who knows values will be able at this sale to resist investing in some pieces⁶⁰ of furniture which will add to the beauty of his home.

Come in this week and look our stock over.

Yours for service,⁸⁰

Dear Mr. Anderson:

We are enclosing a booklet showing the beautiful homes we have for sale.

If you are²⁰ desirous of seeing them, it will please us to show them to you. Any day you set will be agreeable to⁴⁰ us. Because of the business

depression through which we are passing there are many home bargains for today's purchasers.⁶⁰

May we hear from you soon?

Yours respectfully, (72)

Dear Mr. Harvey:

Will you please favor us with an immediate answer to our letters of August 3 and²⁰ September 6.

This is the longest time we have ever had to wait for a remittance from one of our clients.⁴⁰

If you do not have the ready cash to meet this obligation, surely you can borrow the money from your bank.⁶⁰

We shall expect a letter from you before the week is over, with an enclosure in full payment of our bill.⁸⁰

Yours truly, (82)

Dear Sir:

In reply to your letter in reference to the matter of credit for coal, I will say that for²⁰ the time being I cannot see my way clear to grant this request. I should like to have more definite data on⁴⁰ the carload shipment and mileage before I commit myself.

Very truly yours, (54)

MR. MUMPUS

By Matt Taylor

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PART III

Three days later Russell and Georgiana returned. They bore with them six elongated strips of drawing paper,²⁰ on each of which was a pictorial record of Mr. Mumpus's gay doings. Mr. Mumpus himself was⁴⁰ roughly sketched in pencil, awaiting the magic touch of the Whitbeck pen.

Mr. Whitbeck waved his visitors to⁶⁰ a divan, and Russell sat on the arm of it, bending over Georgiana. They watched anxiously. The genius⁸⁰ of finance glowered at the drawings.

"You'd think," Russell whispered cautiously, "it was a quarterly statement of earnings."¹⁰⁰

Georgiana nodded sadly.

"With business at its lowest ebb," Russell added.

She silenced him with a gesture.¹²⁰ Peering through the cloud of smoke which now surrounded Mr. Whitbeck, she thought she saw a flicker of interest¹⁴⁰ in his face.

"We may be wrong," she whispered.

Mr. Whitbeck looked up from the final drawing, and Russell smiled at him¹⁶⁰ hopefully.

"Great stuff, isn't it, sir?" he murmured.

His uncle stared coldly. "Is it?" he said. "I shouldn't say so." He¹⁸⁰ reached for a pen.

"However," he growled, "you may come back in an hour or so. I will do what I can."

Mr. Whitbeck,²⁰⁰ it developed, did well enough. So did Georgiana Worth and Russell. In a month the whole intractable tribe²²⁰ of newspaper editors were being offered the adventures of Mr. Mumpus the Ump. And a number of²⁴⁰ these editors—an encouraging number—were agreeing to give Mr. Mumpus to the world.

The first Sunday²⁶⁰ color page, in which Mr. Mumpus blossomed forth with a very pink face and bright blue cigar, left Georgiana²⁸⁰ and Russell entranced.

Russell tacked it, the next day, on the wall of the office he had rented—two bare rooms in a³⁰⁰ low building on Forty-fourth Street. They stood in front of it, filled with a fine rapture, and as they stood there his hand found³²⁰ hers.

"That," he said softly, "is the beginning!" She nodded solemnly. "We've got to work hard, Russ," she said.

"And fast! If³⁴⁰ we can get far enough ahead on material, it's Bermuda for us! Or maybe even Europe. We don't³⁶⁰ want one of those three-days-at-Niagara-Falls honeymoons, sweet."

She smiled at him tenderly. "Oh, Russ, if we can³⁸⁰ only keep it up!"

"Why can't we? We're good! That Halloween gag of yours—"

"It was a wow, wasn't it?"

"It was swell!"

She⁴⁰⁰ smiled faintly. "It wasn't my gag, Russ. It was your uncle's."

"Stop clowning," ordered Russ.

"I swear it! He apologized⁴²⁰ for ten minutes—and then he gave me the gag. He—he was rather sweet about it."

"Sweet? Uncle Booth?" He paused thoughtfully.⁴⁴⁰ "I see what you mean, I guess." He left her and moved toward the phone. "I'm going to ask the old boy to the ball game."⁴⁶⁰

"He's not home, Russ. I phoned earlier. He's gone to visit his daughter Joan and Howard."

"Howard? But he doesn't like⁴⁸⁰ Howard!"

"He doesn't seem to mind him so much now," said Georgiana. . . .

In another month Mr. Mumpus was⁵⁰⁰ advertised on the sides of newspaper delivery trucks. His sayings were being imitated in countless schoolyards.⁵²⁰ He was a daily visitor in several million homes in a score of large cities. Six-year-old America⁵⁴⁰ throughout the land was disturbing its parents at Sunday breakfasts, climbing on parental knees, and demanding⁵⁶⁰ that the exploits of Mr. Mumpus be read to them.

His two youthful sponsors had worked hard. But work as they would,⁵⁸⁰ they were not far ahead on material. A honeymoon in Bermuda seemed remote. Europe seemed impossible.⁶⁰⁰ They resigned themselves to the idea of a week in Atlantic City.

As for Mr. Whitbeck, he added⁶²⁰ those finishing touches to Mr. Mumpus in the office now. He walked, on clear mornings, down Fifth Avenue from⁶⁴⁰ his home. He greeted amazed traffic officers, at whom he had been scowling for years from the rear seat of his⁶⁶⁰ limousine. On weekends he visited the homes of his two sons-in-law. He still lived alone in the great marble house,⁶⁸⁰ but one floor was being made over into a separate apartment.

Mr. Whitbeck had suggested it.⁷⁰⁰ Georgiana would have chosen something less spacious and grand. But Georgiana, since a child, had had no father, and⁷²⁰ if the apartment fell short of one dream, Mr. Whitbeck now lived up to another. Georgiana had always⁷⁴⁰ longed for a father.

But one Monday morning Mr. Whitbeck took a gruff departure from Giles, and walked briskly down⁷⁶⁰ the Avenue. Frowning, he forgot his good morning to the traffic officer. His eyes were hard, unseeing; there⁷⁸⁰ was an aloofness in his manner. Turning west on Forty-fourth Street, he made for the office. Georgiana was⁸⁰⁰ loafing in the one easy-chair and Russell sat with his feet propped against a scratched desk as Mr. Whitbeck entered.⁸²⁰

"Joe Miller himself! The world's greatest gag-snatcher!" said Russell.

Mr. Whitbeck did not, as had been his custom of⁸⁴⁰ late, throw his cane on a desk and sail his hat through the air at a peg on the wall. He stood stiffly, his hands clasped over⁸⁶⁰ cane and gloves. His glance moved disapprovingly around the room.

"We're going to need larger quarters," he said crisply.⁸⁸⁰

"We're doing pretty well here," said Russell.

His uncle raised his eyebrows. "We're going to do better! There is a⁹⁰⁰ toy company in Jersey wants to manufacture the Mr. Mumpus walking doll."

Russell brought down his feet and⁹²⁰ rubbed his hands.

"Write 'em quick," he said, "before they change their minds. I smell royalties!"

"Don't be absurd!" said Mr. Whitbeck.⁹⁴⁰ His tone was harsh, bitter. Russell and Georgiana exchanged a surprised glance.

"Why be content with small royalties?"⁹⁶⁰ continued the financier, his eyes snapping. "I shall invade the toy industry myself!"

"Huh?" said his nephew.

"I⁹⁸⁰ spent the entire week-end going over the proposition. Apparently, young man, there are greater possibilities¹⁰⁰⁰ in Mr. Mumpus than we first thought. For instance, I am having prepared a survey of the candy field.¹⁰²⁰ A Mr. Mumpus confection should be a fast seller."

Georgiana nodded. "I thought we'd try to sell the rights¹⁰⁴⁰ some time."

He gave her a smile of cold contempt.

"Why sell? Why not produce our own? Why not, if necessary, form our¹⁰⁶⁰ own distributing organization? Then there is the chance of Mr. Mumpus cigars, and Mr. Mumpus derbies.¹⁰⁸⁰ And, of course, the radio."

The two young people were leaning forward, watching him closely. There was a glint in¹¹⁰⁰ his eye. That reless quality was in his voice again. His lips came together tight. He sat very erect,¹¹²⁰ and tapped the desk with his fingers. Georgiana recognized the change at once. It was his Board-Room manner of old.¹¹⁴⁰

She turned away and stared out the window.

"We'd save a lot of worry," she said quietly, "by just collecting¹¹⁶⁰ royalties."

Mr. Whitbeck did not seem to hear her.

"It may be necessary," he murmured vaguely, "to form a Mumpus¹¹⁸⁰ Holding Corporation." He stood up. "I shall be much too busy from now on to continue with the—ah—sketching.¹²⁰⁰ You can handle that detail yourself, I suppose?"

"I suppose," sighed Georgiana.
When he left them, with curt,¹²²⁰ business-like adieus, Russell and Georgiana sat silently. He turned and met her eyes.

"Are we both thinking the same¹²⁴⁰ thing?" he asked dully.

She nodded slowly. "A relapse!" she said, her teeth clenched.

"He can't help it, I guess," said Russell sadly.¹²⁶⁰

"He can't pass anything by."

Russell shook his head mournfully. "He was turning into a great guy," he said.

"He¹²⁸⁰ was coming along fine," she sighed.

The boy shoved back his chair. "Let's see a show. We can work tonight. I don't feel up to¹³⁰⁰ it now."

"No," said Georgiana firmly. "Not a show, Russ." She looked at him meaningly. "Where are we going to live¹³²⁰ after the honeymoon?"

"I see what you mean," said Russell slowly. "There'd be no living in the same house with him now.¹³⁴⁰ All right—we'll start to look for an apartment." (1348)

(To be concluded next month)

All Day Long

GRUMBLE? No, what's the good?

If it availed, I would:

But it doesn't a bit—

Not it!

Laugh? Yes, why not?

'Tis better than²⁰ crying, a lot;

We were made to be glad,

Not sad.

Sing? Why, yes, to be sure!

We shall better endure

If the heart's full⁴⁰ of song

All day long. (44)

—Anonymous.

November Transcription Project

Dear Miss Thomas:

We had hoped that a trial subscription in your classes would convince you—and your students—that you²⁰ are really missing a great deal by not having the magazine to read and study each month. But we do not⁴⁰ seem to have received an order from you.

We cannot think that this failure to subscribe was due to lack of interest⁶⁰—the magazine is too popular in classrooms for that. Perhaps some of the students feel that they cannot afford⁸⁰ the dollar—that is, not all at one time. If this is the case, why not order the magazine by the semester,¹⁰⁰ for 50c the semester? Our supply of this month's issue is running low; we urge you to act promptly¹²⁰ in order to take advantage of this offer.

Attach your remittance and order to this letter and return¹⁴⁰ it, when the first shipment of magazines will be made promptly.

Very cordially yours, (155)

(157 actual words)

Dear Friend:

This year you can have a real vacation. I mean

that you will not have to worry about where you are²⁰ going to spend it, what kind of reservations you can make or whether you will have sufficient funds.

The 4-H⁴⁰ Ranch is an ideal place to spend an enjoyable two weeks. There is a stable full of young saddle horses⁶⁰ that you may ride as long as you please. In addition, there are two tennis courts, and if you like swimming and rowing,⁸⁰ we have a beautiful lake with twenty row boats at your disposal. And after you have enjoyed an afternoon¹⁰⁰ of sports, you will welcome the hearty dinner of wholesome foods (all that you can eat) which we serve.

To obtain reservations,¹²⁰ simply fill out and mail the enclosed card. Mail it today and we will do the rest.

Sincerely yours, (137)

(147 actual words)

Fall

(O. G. A. Membership Test for November)

What does fall bring to me?

Cold winds that sing to me

Songs of the low-lying land and the bog;

Spindrift and scud flying,²⁰

Wild ducks and geese crying

Eager farewell through the muffling fog.

What does fall mean for me?

Pheasants that preen for me

Plumage⁴⁰ of colors no rainbow may hold;

Lure of the upland trail;

Thrill of a flushing quail;

Treasures that cannot be bartered⁶⁰ or sold.

What does fall show to me?

Snow jewels that blow to me,

Borne on a northwind that's edged as a knife;

Covering⁸⁰ Earth's cold face

Deep with a silent grace,

Giving it beauty in death as in life. (94)

—Don Mills

The Frog's Philosophy

(Junior O.G.A. Test for November)

That the humble must pay for the folly of the high and mighty was conceived by a frog who viewed from a marsh a²⁰ combat of some bulls. "Alas!" said he, "What terrible ruin is threatening us!" Asked why he said so, since the bulls⁴⁰ were fighting for the sole right of power in the herd and lived far from the domicile of the frogs, he replied, "Their homes⁶⁰ are at a distance and they are of a different kind; still, he who is expelled from his own meadow will take flight⁸⁰ and trample us with hard hoofs. Thus does their fury make less secure the safety of others." (96)

By Wits and Wags

Try It Again!

Boy: This liniment makes my arm smart.

Girl: Why not rub some on your head? (12)

THE BUSINESS EDUCATION WORLD

Q. E. D.

Professor: I contend that anyone who cannot make himself understood is an idiot. Do I make myself²⁰ clear?

Freshman: No, sir. (24)

Enthusiasts, Both

Music lover: What do you think of Kreisler?

His friend: Great!! Splendid!! Swell pickup, a lot of pep, and twenty miles on²⁰ a gallon. (22)

No Klaxon Needed

"Your car is at the door."

"Yes, I can hear it knock." (9)

And "How"!

Scientists say it is the lower part of the face, not the eyes, that gives away one's thoughts—especially when one²⁰ opens the lower part of the face. (26)

Don't Crowd, Girls!

"I've an invention at last that will mean a fortune!"

"What is it this time?"

"Why, it's an extra key for a typewriter."²⁰

When you don't know how to spell a word you hit that key, and it makes a blur that might be an e, an a, or almost⁴⁰ anything else you like." (45)

Just the Spot!

"I can't do a thing with Jones," said the manager. "I've had him in three departments, and he dozes all day."

"Put him²⁰ at the pajama counter," suggested the proprietor, "and fasten a card on him with these words: 'Our pajamas⁴⁰ are of such superior quality that even the man who sells them can not keep awake.'" (57)

Drill on Frequent Phrases

CHAPTER SEVEN

To me, to my, to my attention, to my credit, to meet, to mean, to make, to make the, to make known, it must have, it must be, it must be done, it may be, it might be, it may not be, at once, at any, at any time, to anyone, to anyone else, to any other, to know, ought to know, what to do, to draw, would have been, would have been able, would have been done.

I do not, I do not see, I do not know, I do not believe, I do not think, we do not, we do not know, we do not think, they do not, they do not know, you do not, you do not know, I don't, I don't know, I don't think, I don't believe, we don't, they don't, we were, we were not, you were, you were not, they were, they were not, at an early date, early attention, early reply, to him, give him, let him, please write him.

I told him, we told him, I hope, I hope to hear, I hope you will be able, we hope you are, we

hope you will, I am sorry, I am sorry to hear, I am sorry to learn, we are sorry, we are very sorry, you will be sorry, I want, I want to know, I want to see, you want to have, we want, do you want, if you want any.

Days ago, long time ago, weeks ago, months ago, year or two ago, years ago, as near as possible, as soon as possible, as many as possible, as much as possible, few days, few months, few months ago, be sure, we are sure, you may be sure, quite sure, you must be sure, I am sure, I am sure that, they are sure, they must be sure, you are sure, you are sure that.

CHAPTER EIGHT

In the world, ought to be, ought to have, ought to receive, according to my, adjust the matter, day or two, more or less, one or two, little or no, back and forth, before and after, bill of sale, week or two, in a week or two, week or two ago, son-in-law, one of our, in order to receive, in order to see, in order to judge, in the usual manner, in such a manner.

For a day or two, for a long time, free of charge, glad to hear from you, we hope to hear from you, some of those, some of them, look into the matter, many of these, more and more, now and then, here and there, in reply to your, in reply to your letter, for the time being, question of time, out of the question, on the question, one of the most, sooner or later, one of the best, in reference to the matter, in regard to the matter.

With or without, on the subject, by the way, up to the time, on the market, as a rule, at a loss, bear in mind, many of them, that is to say, able to say, in the matter, in the market, in the first instance, hand in hand, in addition to that, I am of the opinion, in the course of time, little or nothing, in a day or two, I should like to be, I should like to know.

CHAPTER NINE

Post office, United States, United States of America, free on board (f.o.b.), horse power, 5 gallons, 5 pounds (L5), 5 barrels, 5 bushels, 5 o'clock, several hundred dollars, few hundred dollars, per hundred, 4 square yards, 20 square feet, 12 square inches, 12 cubic yards, 3 per cent, 3 per cent per annum.

Idea Book For Mimeographers

TEACHERS of duplicating and sponsors of school publications will be interested in the 1938 Idea Book, published by the National Duplicated Paper Association. The Idea Book contains some very fine mimeographing, ranging from plain black lettering to multi-color art work. Not only will the splendid examples in the Idea Book inspire student editors to improve the quality of their work; the book is full of technical instructions and advice to carry the inspiration through to a successful publication.

Information about the book or the organization can be obtained from Mrs. Blanche M. Wean, Central Normal College, Danville, Ind.

In Other Magazines

ALICE BLACK

SIERRA EDUCATIONAL NEWS (Sept., '38). "The only thing that can profitably be changed about a pupil is his behavior," says Dr. C. C. Crawford, of the University of Southern California. "And that is precisely what teachers have been neglecting or refusing to change. Instead of his *behavior*, teachers change his supply of *information*, or perhaps his *thinking*; but these are only *means* and not *ends* of education. . . .

"What difference does it make how much a child thinks or knows about thrift if he doesn't practice it? Who cares whether or not he knows and understands all the safety rules if he doesn't obey them? And of what value are rules anyway except as guides to action? . . .

"If efficient behavior is the goal of education, should not our units of instruction be framed accordingly? Should we not state as our instructional objectives the behavior outcomes instead of the knowledge instruments? . . .

"How can this error in instructional procedure be corrected? The answer is quite simple: Start the learning process with a *course of action* instead of with 'background' material. Backgrounds are always chosen to back up foregrounds, *except in education*. . . .

"A functional unit is one that teaches a person to *do* something. The unit may, and probably will, include a great deal of knowing and thinking, but these will originate in an action setting, will be selected for their value in the guidance of action, and will derive their ultimate justification from the social utility of the action which they guide and direct."

THE PARENTS' MAGAZINE (Sept., '38). "What education should do is not to develop this or that 'quality' in the abstract," states Richard C. Rothschild, of the New School for Social Research, "but rather to develop the individual as a unified, smoothly running organism, 'hitting on all six' in terms of some strong interest which gives meaning, purpose, and direction to his life."

"If a child can develop an interest of this sort, that is, if he can 'find himself,' all the other so-called virtues will follow along almost automatically."

"We are not 'thorough' simply because someone has preached at us the old nonsense that 'what is worth doing is worth doing well'; for everyone knows that there are dozens of things worth doing which are not worth doing well—from golf to tiddlywinks. But we are thorough when we are so absorbed in something, so gripped

by the value and significance of a certain piece of work, that wild horses cannot drag us from it. We stay up all night, if necessary, to finish the job."

"Here also is the true discipline, the self-discipline which is possible only in terms of a rational objective. To a person so inspired, failure can never mean defeat, since there will always be the will to overcome difficulties, however great. Yet courage does not arise in this way from the embers of failure unless the effort in the first place represented a deep and overwhelming desire; for without this, failures are frustrating, even psychologically disintegrating."

SCHOOL AND SOCIETY (Sept. 10, '38). "As soon as his finances permit (say, about the time when having two motor cars seems a necessity)," states Alexander Cowie, of Wesleyan University, "the businessman will yank his child out of the crude welter of the public school and transfer him to the chaste fastnesses of the private academy, whether in town or in country. Nor is the tendency to patronize private schools confined to the rich, for there are many intelligent parents who will pinch and scrape in order to give their child 'the best possible education.' . . .

"Let the scion of wealth and the child of the intelligentsia mingle freely with the street gamin and the plain American boy in the healthful, normal life of the public school. It will do them all good."

THE CLEARING HOUSE (Sept., '38). "Our point of view at Wilson Junior High School (Muncie)," states John V. Maier, principal, "is that integration is a process which takes place in the mind of the learner—a personal reaction dependent upon the mind's ability to grasp and make use of relationships—and that any arrangement of subject matter content is merely a means of facilitating this understanding of relationships."

The author feels that too frequently "integration" is an attempt to put all subject matter from two or three courses into a general course, or to have a teacher teach two subjects rather than one.

The main purpose of the integrated program is to help the high school boy and girl to get a better understanding of the modern world.

The author believes that "the demand is for more specialization in subject matter rather than less, but at the same time for a broad rather than for narrow specialization."